

Assessment Director's Meeting

August 18, 2016



**UTAH STATE BOARD
OF
EDUCATION**

Agenda

- | | |
|----------------------------------|-------------------|
| ▪ Data Release/SAGE Update | Jo Ellen Shaeffer |
| ▪ SAGE Assessment System 2016-17 | Julie Quinn |
| ▪ LEA Testing Plans | Julie Quinn |
| ▪ ACT | Jared Wright |
| ▪ Utah Compose | Kim Rathke |
| ▪ UTIPS | Julie Quinn |
| ▪ Contract Updates | Jo Ellen Shaeffer |
| ▪ K-3 data tool | Jo Ellen Shaeffer |
| ▪ WIDA | Cydnee Carter |
| ▪ NAEP 2017 Update | Angela Battaglia |
| ▪ ESSA Update | Whitney Phillips |
| ▪ Parental Exclusion Update | David Sallay |
| ▪ Graduation Data | Sarah Wald |

-Data Release Update -SAGE Updates

-Jo Ellen Shaeffer



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Data Release Update

1. Percent Proficient Spreadsheet available now

2. Secure Data Gateway: 2016 SAGE Results are scheduled to be released to LEAs on Wednesday, August 17th for your review prior to the public data release. (Preview mode)

3. Public Data Gateway: 2016 SAGE Results are scheduled to be released publicly Monday, August 22th. At this time, two 2016 SAGE results summary spreadsheets (Attached) (Percent Proficient & Percent of Proficiency Levels) will be posted to: <http://schools.utah.gov/data/Reports/Assessment.aspx>.

4. Parental Exclusion Summary: The state report on parental exclusion rates will be shared publically Monday August 22nd. It will be posted at: <http://schools.utah.gov/assessment>.

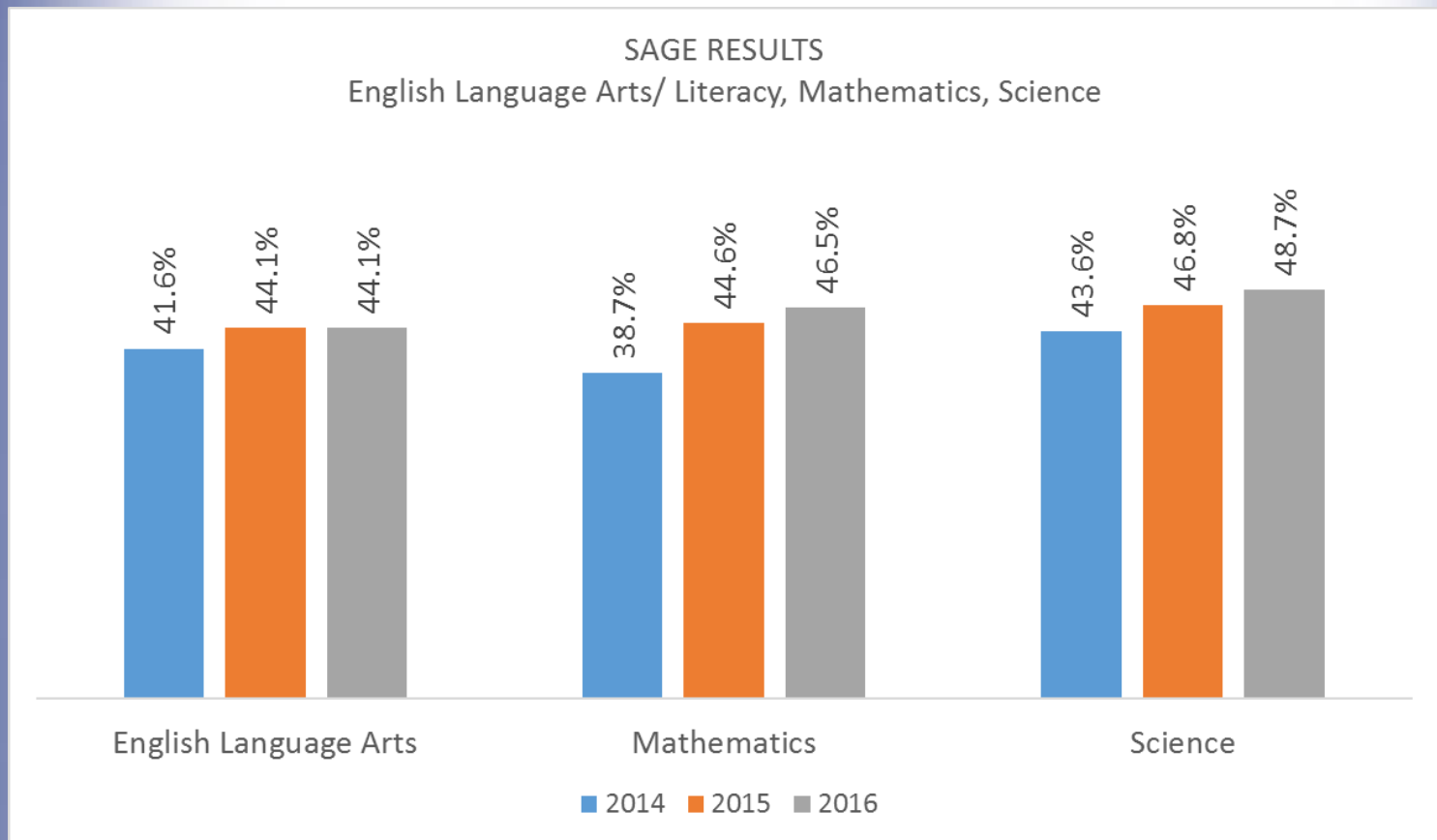
5. Secure Accountability for LEA for Review: Scheduled to be available Monday, August 29th. To help in your review, an updated accountability technical manual will be posted at: <http://schools.utah.gov/assessment/Accountability.aspx>.

6. SERF Data: with all accountability indicators will be sent out to LEAs Monday, August 29th, for LEAs to use in their review. The sooner that reviews can take place, the more likely it is that changes can be made before accountability will be released publically.

7. Public Accountability will be released Thursday, September 15, 2016.

8. SERF Data: After August 29th, SERF data may be requested at any point using the new tool on the USBE Data Gateway that will be available soon. Access to the SERF request tool must be requested from your Data Gateway LEA Admin. It will not automatically be given to LEA Assessment Users. Once the request for a SERF is submitted through the Data Gateway, you will need to go to the SERF folder found in the Assessment folder of each LEA's MoveIT account. (See attachment DataGatewaySERF.PDF)

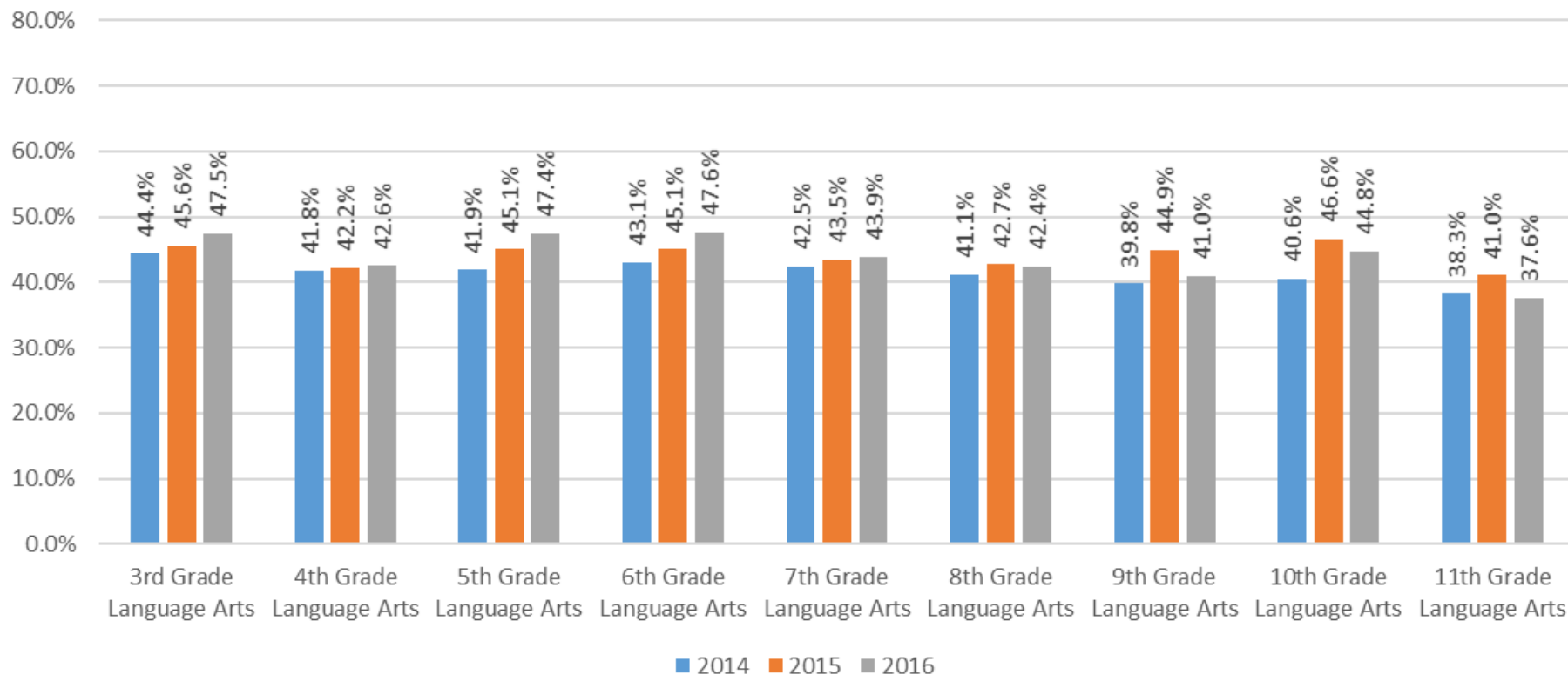
SAGE Updates



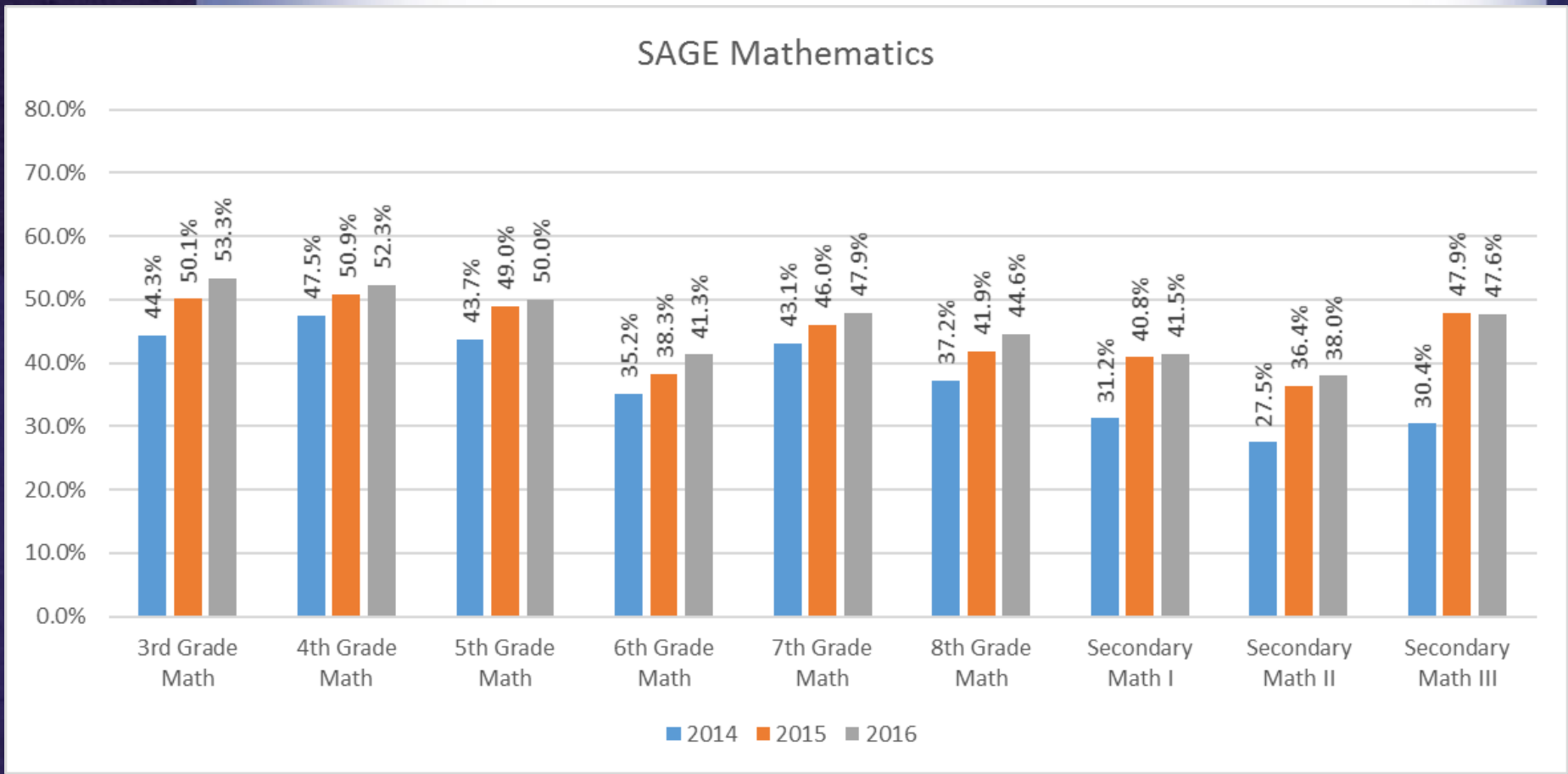
These data can be viewed publically at the school, district, and state levels only in aggregate form. Test results are provided through the public data gateway for the all interested parties. These include all tests that students participated in and completed, and includes students with allowable accommodations with disabilities. All other tests that were deemed by the district to be only partially completed, or for students that were no longer in a course to take a test, absent, parent opted out, English learners (ELs) who are in the first year of the school system, etc. would not be included in these data.

SAGE Updates

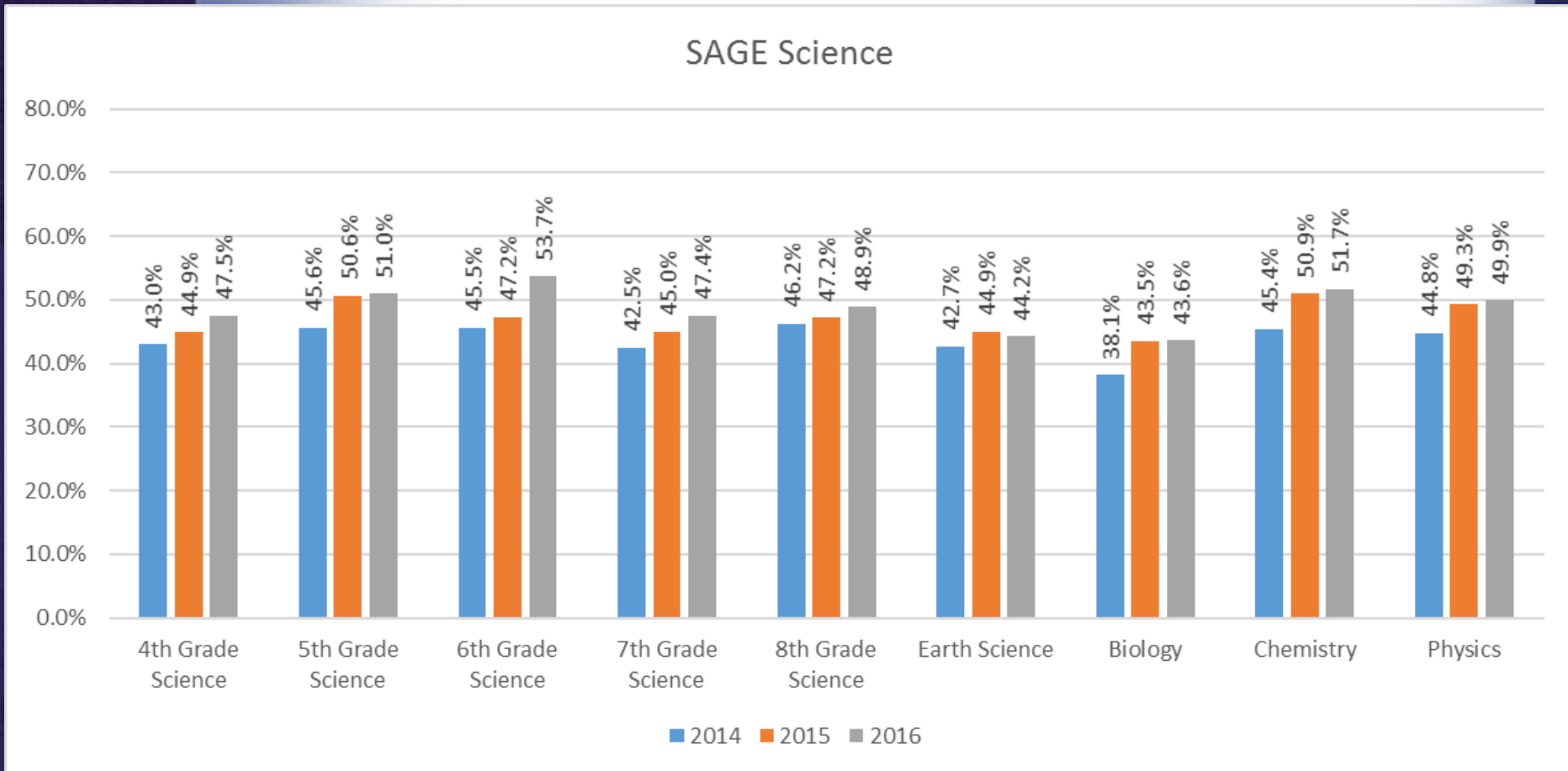
SAGE Language Arts



SAGE Updates



SAGE Updates



Assessment Data Stream

SIS

Data Collectors on as of
11-Aug

Validations

Consult with UTREx
specialist
regarding fatal errors

UTREx

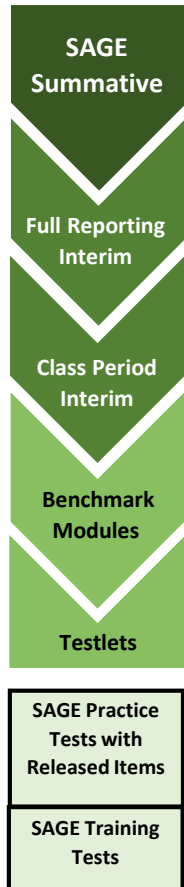
- SAGE (Formative, Summative)
- DLM
- Utah Compose
- UTIPS

SAGE Assessment System 2016-2017

-Julie Quinn



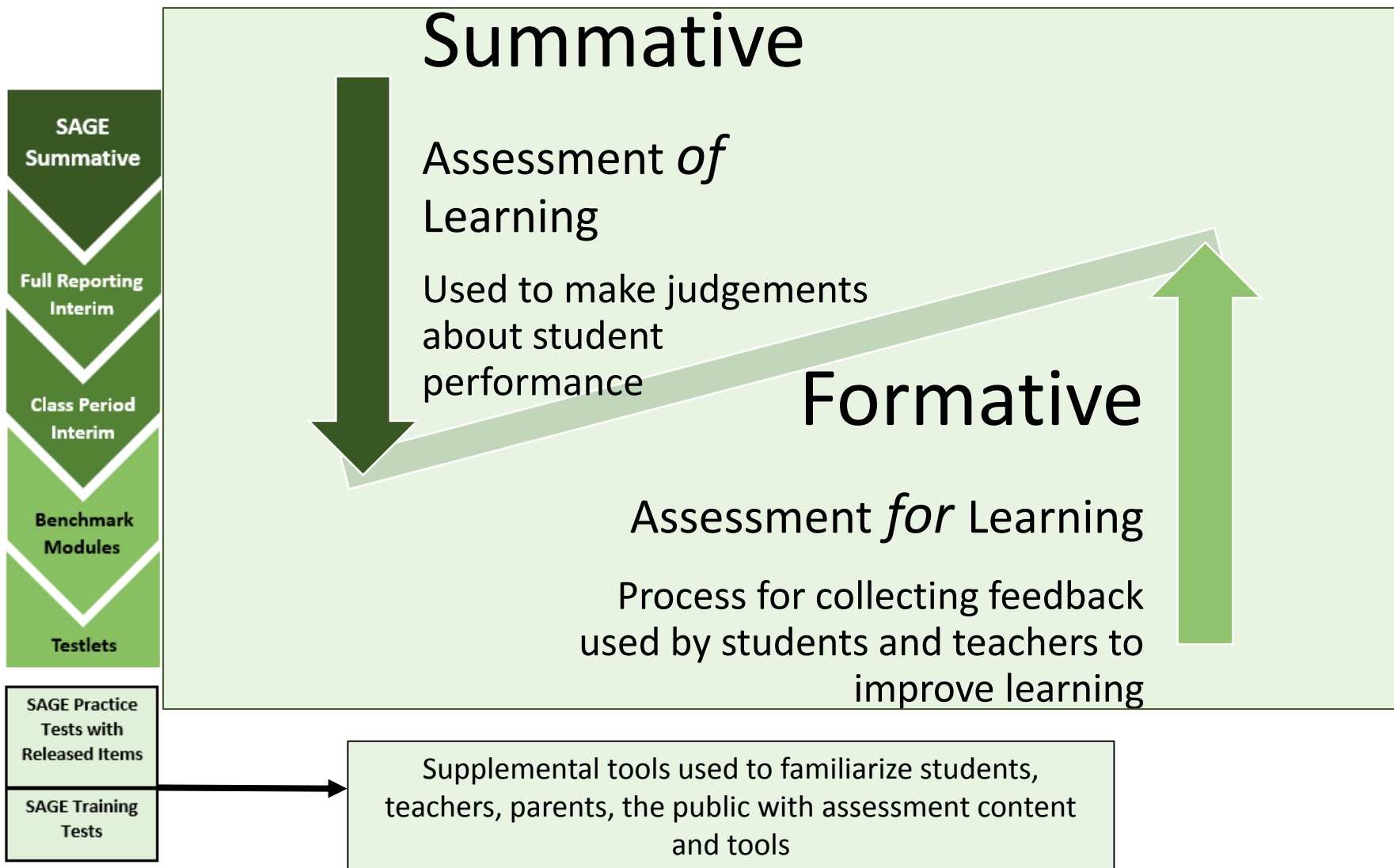
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SAGE Assessment SYSTEM

A Variety of Assessments
Available to Districts, Schools, Teachers
Provided by the Utah State Board of Education
2016-2017





SAGE
Summative

Full Reporting
Interim

Class Period
Interim

Benchmark
Modules

Testlets

SAGE Practice
Tests with
Released Items

SAGE Training
Tests

SAGE Summative

Purpose

- Identifies student proficiency on the Utah Standards
- Results are used to evaluate programs, inform instructional practices, identify class and student strengths/weaknesses related to Utah Standards

Is it required? Yes

- State and federal law
- Used in state and federal accountability

SAGE Summative

Full Reporting
Interim

Class Period
Interim

Benchmark
Modules

Testlets

SAGE Practice
Tests with
Released Items

SAGE Training
Tests

SAGE Summative

SAGE Summative Item Bank

- Items follow all Utah SAGE item specifications, full Utah review process
- Adaptive
- Full blueprint coverage (standards, item types, DOK)

Delivery Mechanism

- UTREx course enrollment controls student eligibility
- Administered through Secure Browser, TDS, TA Interface

Reporting

- **Online Reporting System (ORS)**
Provides individual student results (ISRs) and class/school aggregates for all students who took a test
- **Secure Data Gateway** Provides results for all valid students, SGPs, secure access via login
- **Public Data Gateway**
Provides publicly available aggregate results for all tests, school comparisons
- **Accountability** Applies specific business rules for which student results are included, combines data with other factors

SAGE Summative

Full Reporting Interim

Class Period Interim

Benchmark Modules

Testlets

SAGE Practice Tests with Released Items

SAGE Training Tests

SAGE Summative

2016-2017 ORS Individual Student Report (ISR):

- Reporting category data moves to page 2
- New graphic for reporting category performance (green bar indicates error)

Individual Student Report

How did my student perform on the ELA test?

Test: Grade 6 ELA

Year: Summative 2015-2016

Name: ADI, Bentley

Student Test Performance				
Name	SSID	Birth Date	Scale Score	Proficiency Level
ADI, Bentley	7777770087	07/04/1994	453	Level 3 - Proficient

Scale Score and Overall Performance

453

4. Highly Proficient Students can interpret the theme or central idea of literary and informational texts. They can analyze connections among a variety of texts (e.g., biography vs. memoir, poem vs. story). They write arguments using logical, supporting evidence. Their writing includes several different sources (e.g., books, articles, websites), correctly using sixth-grade conventions (e.g., spelling, grammar).

3. Proficient Students can explain the theme or central idea of literary and informational texts. They can compare and contrast different types of texts (e.g., biography vs. memoir, poetry vs. prose). They can write arguments using evidence. Their writing includes different sources (e.g., books, articles), correctly using sixth-grade conventions (e.g., spelling, grammar).

2. Approaching Proficient Students can identify the theme or central idea of literary and informational texts. They may make only simple connections between different types of texts (e.g., biography vs. memoir, poetry vs. prose). They write arguments with a developing ability to use evidence. Their writing may only include one source, and may show developing skill with sixth-grade conventions.

1. Below Proficient Students have a basic understanding of identifying the theme or central idea while reading a text. They work toward identifying similar ideas or patterns in two or more texts. They write arguments with a basic ability to use evidence as support. Their writing may show a basic understanding of sixth-grade conventions.

Comparison Scores - ELA Grade 6

Name	Average Scale Score	Percent Proficient
DEMO DISTRICT (99)	453	100
DEMO SCHOOL 3 (99-996)	453	100

Scale Score:
The scale score is used to designate proficiency and whether or not a student is on track for college and career readiness. Note: There is some error of measurement in all assessments. That error is noted by the number in the parenthesis next to the scale score.

Student Performance Relative to Self:
This compares the student's performance on a specific reporting category with the performance of the test as a whole. It indicates the concepts in which the student is strong or weak. Note: The (+, -) indicates student performance is significantly higher (+) or lower (-) than their overall performance. The (=) indicates student performance is statistically similar to their overall performance.

Student Performance Relative to Proficiency:
This indicates the student's proficiency based on overall proficiency levels for the test. Note: The (+, -) indicates student performance is significantly above (+) or below (-) proficiency. The (=) indicates student performance is statistically similar to the overall proficiency level for the test.

Reporting Categories

Reporting Category	Reporting Category Performance	Scale Score	Student Performance Relative to Self	Student Performance Relative to Proficiency
Reading Literature		508 ⁽¹⁰⁾	+	+
Reading Informational Text		578 ⁽¹⁰⁾	+	+
Listening Comprehension		567 ⁽¹⁰⁾	+	+
Writing		321 ⁽¹⁰⁾	-	-
Language		537 ⁽¹⁰⁾	+	+

Depth of Knowledge (DOK) Indicator

Student's ability to engage in a range of tasks of varying complexity

DOK	Student Performance Relative to Proficiency
DOK 1 - Recall / Reproduction	+
DOK 2 - Skill / Concept	+
DOK 3/4 - Strategic / Extended Thinking	+

Writing Reporting Category Performance

Reporting Category	Reporting Category Performance	Scale Score	Student Performance Relative to Self	Student Performance Relative to Proficiency
Writing		321 ⁽¹⁰⁾	-	-

Writing Performance Based on SAGE Writing Rubric

Essay	Statement of Purpose, Focus & Organization	Evidence & Elaboration	Conventions & Editing
Informative / Explanatory	The student's essay is an undeveloped response to the prompt. The essay is very short or unclear with little or no structure. The writing does not flow smoothly and includes many ideas that are unrelated to the topic.	The student's essay uses weak or unrelated evidence, providing incomplete support for the central idea. A developing command of writing techniques leads to incomplete or unclear explanations. The essay uses less complex language that may not be appropriate for the task.	The student's essay shows developing command of grade-level English grammar, usage, spelling, and punctuation (e.g., commas, parentheses, dashes). The student inconsistently uses pronouns (e.g., he, she, his, hers, myself, themselves) correctly. The student may use informal (e.g., slang) or non-standard English in formal writing.
Opinion / Argumentative	The student's essay is related to the prompt but has few or no relevant details. The essay is very short or incomplete, and its claim is unclear. The writing has little or no structure and does not flow smoothly.	The student's essay provides incomplete support for the claim, including little or no relevant evidence. The ideas are undeveloped or unclear. The essay uses a limited range of vocabulary (e.g., academic and technical words) and shows little attention to the audience and purpose.	The student's essay shows command of grade-level English grammar, usage, spelling, and punctuation (e.g., commas, parentheses, dashes). The student correctly uses a variety of pronouns (e.g., he, she, his, hers, myself, themselves). The student correctly uses standard English in formal writing.



SAGE Practice Tests with Released Items
SAGE Training Tests

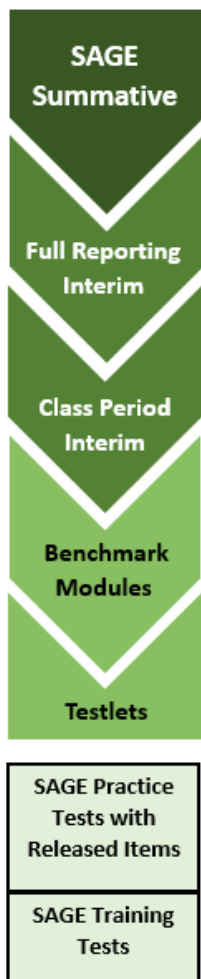
SAGE Interim: Full Reporting

Purpose

- Identifies current proficiency, is a student likely to be proficient on the SAGE Summative assessment?
 - Correlation of scores between FR Interim and summative range between .70 (Secondary Math 3) and .86 (9th grade ELA, 6th grade math)
- Administered during the year to identify student and aggregate strengths and weaknesses on each reporting category
- Can be used as a common assessment across classes or schools

Is it required? No

- Districts or schools may require it locally or provide teachers flexibility to choose



SAGE Interim: Full Reporting

SAGE Interim Item Bank

- Items follow all Utah SAGE item specifications, full Utah review process
- Adaptive
- Full blueprint coverage (standards, item types, DOK)
- No field test items = shorter test than SAGE Summative

Delivery Mechanism

- UTREx course enrollment controls student eligibility
- Administered through Secure Browser, TDS, TA Interface

Reporting

Online Reporting System (ORS)

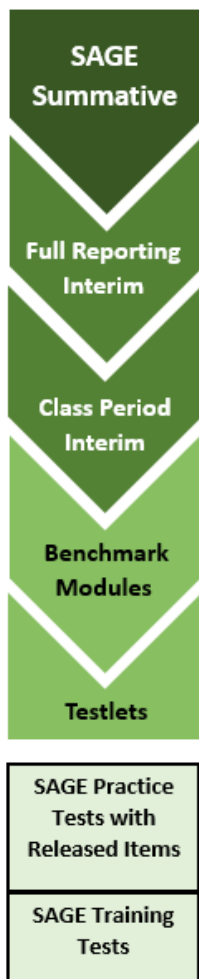
Provides results for all students who took a test

ORS Individual Student Reports (ISRs)

- Overall scale score and proficiency level
- Reporting categories indicate whether the student performed above (+), below (-), or the same as (=) their overall performance, and proficiency (no scale score)

ORS Aggregates

- +, -, = relative to group performance and proficiency at district, school and class levels



SAGE Interim: Full Reporting

2016-2017 ORS Individual Student Report (ISR):

- Reporting category data moves to page 2
- New graphic for reporting category performance (green bar indicates error)
- No scale scores provided for reporting categories

Individual Student Report

How did my student perform on the Mathematics test?

Test: Grade 5 Mathematics
 Year: Full Reporting Interim Fall 2015-2016
 Name: Blog, Lou

Student Test Performance				
Name	SSID	Birth Date	Scale Score	Proficiency Level
Blog, Lou	9990009852	10/22/1982	489	Level 4 - Highly Proficient

Scale Score and Overall Performance

4 - Highly Proficient Students understand and represent addition and subtraction of fractions with different denominators. They use fractions to make reasonable estimates. They add, subtract, multiply, and divide multi-digit numbers fluently and perform operations on decimals to the hundredths. They understand and calculate volume of three-dimensional objects by using unit cubes.

3 - Proficient Students represent addition and subtraction of fractions with different denominators. They use fractions to make estimates. They add, subtract, multiply, and divide multi-digit numbers fluently and perform operations on decimals to the hundredths. They calculate volume of three-dimensional objects by using unit cubes.

2 - Approaching Proficient Students add and subtract fractions with simple different denominators (e.g., $1/2 + 1/4$). They use fractions to make estimates. They add, subtract, multiply, and divide numbers up to three digits and perform operations on decimals to the tenths. They understand volume of three-dimensional objects can be found by using unit cubes.

1 - Below Proficient Students add and subtract fractions with simple different denominators (e.g., $1/2 + 1/4$). They add, subtract, multiply, and divide numbers up to two digits and perform operations on decimals to the tenths. They understand three-dimensional objects have volume.

Comparison Scores - Math Grade 5

Name	Average Scale Score	Percent Proficient
DEMO DISTRICT (99)	294	33
DEMO SCHOOL 1 (99-999)	294	33

Scale Score:
 The scale score is used to designate proficiency and whether or not a student is on track for college and career readiness. Note: There is some error of measurement in all assessments. That error is noted by the number in the parenthesis next to the scale score.

Student Performance Relative to Self:
 This compares the student's performance on a specific reporting category with the performance of the test as a whole. It indicates the concepts in which the student is strong or weak. Note: The (+) indicates student performance is significantly higher (+) or lower (-) than their overall performance. The (=) indicates student performance is statistically similar to their overall performance.

Student Performance Relative to Proficiency:
 This indicates the student's proficiency based on overall proficiency levels for the test. Note: The (+) indicates student performance is significantly above (+) or below (-) proficiency. The (=) indicates student performance is statistically similar to the overall proficiency level for the test.

Reporting Categories			
Reporting Category	Reporting Category Performance	Student Performance Relative to Self	Student Performance Relative to Proficiency
Operations and Algebraic Thinking		=	+
Number and Operations in Base Ten		=	+
Number and Operations - Fractions		=	+
Measurement and Data & Geometry		=	+
Depth of Knowledge (DOK) Indicator			
Student's ability to engage in a range of tasks of varying complexity		Student Performance Relative to Proficiency	
DOK 1 - Recall / Reproduction		No Score	
DOK 2 - Skill / Concept		No Score	
DOK 3/4 - Strategic / Extended Thinking		No Score	



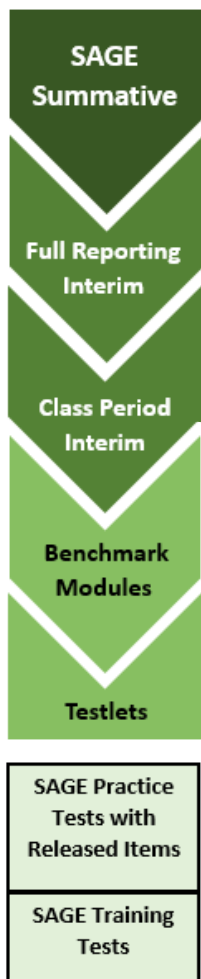
SAGE Interim: Class Period

Purpose

- Identifies current proficiency, is a student likely to be proficient on the SAGE Summative assessment?
 - Correlation of scores between FR Interim and summative range between .66 (Secondary Math 2, 3) and .82 (8th grade ELA, 6th grade math)
- Administered during the year, reporting category data (other than writing) available only at aggregate levels
- Can be used as a common assessment across classes or schools

Is it required? No

- Districts or schools may require it locally or provide teachers flexibility to choose



SAGE Interim: Class Period

SAGE Interim Item Bank

- Items follow all Utah SAGE item specifications, full Utah review process
- Adaptive
- Full blueprint coverage (standards, item types, DOK)
- Even fewer items than the full reporting interim

Delivery Mechanism

- UTREx course enrollment controls student eligibility
- Administered through Secure Browser, TDS, TA Interface

Reporting

Online Reporting System (ORS)

Provides results for all students who took a test

ORS Individual Student Reports (ISRs)

- Overall scale score and proficiency level
- **No student-level data on reporting categories other than writing**

ORS Aggregates

- +, -, = relative to group performance and proficiency at district, school and class levels

SAGE
Summative

Full Reporting
Interim

Class Period
Interim

Benchmark
Modules

Testlets

SAGE Practice
Tests with
Released Items

SAGE Training
Tests

SAGE Interim: Class Period

2016-2017 ORS Individual Student Report (ISR):

- Reporting category data only provided for ELA writing, with rubric feedback
- ORS provides reporting category aggregates for classes, schools

SAGE

Individual Student Report

How did my student perform on the ELA test?
 Test: Grade 5 ELA
 Year: Class Period Interim Fall 2015-2016
 Name: Blog, Lou

Student Test Performance				
Name	SSID	Birth Date	Scale Score	Proficiency Level
Blog, Lou	9990009828	10/22/1982	286	Level 1 - Below Proficient

Scale Score and Overall Performance

999
465
410
361
286
100

4 - Highly Proficient Students explain the main idea of what they read, even when that meaning is implied. They understand and use figurative language (e.g., metaphors, similes). They know how to use quotations to support their opinion when writing. They have a strong understanding of a range of fifth-grade conventions (e.g., spelling, grammar).

3 - Proficient Students can identify the main idea of what they read. They understand most simple figurative language. They can write opinion pieces with supporting details, including quotations. They can write an organized essay using fifth-grade conventions.

2 - Approaching Proficient Students identify the stated meaning of what they read but have a developing understanding of inference (implied ideas). They recognize less complex figurative language. They may include some quotations when writing their opinion. Their writing shows a developing understanding of organization, using some fifth-grade conventions.

1 - Below Proficient Students have a basic ability to identify the main idea of what they read and to identify figurative language. They can write their opinion but have a developing understanding of using quotations to support it. They show a basic understanding of fifth-grade conventions (e.g., spelling, grammar, punctuation).

Comparison Scores - ELA Grade 5

Name	Average Scale Score	Percent Proficient
DEMO DISTRICT (99)	284	0
DEMO SCHOOL 1 (99-999)	284	0

Scale Score: The scale score is used to designate proficiency and whether or not a student is on track for college and career readiness. Note: There is some error of measurement in all assessments. That error is noted by the number in the parenthesis next to the scale score.

Student Performance Relative to Self: This compares the student's performance on a specific reporting category with the performance of the test as a whole. It indicates the concepts in which the student is strong or weak. Note: The (+, -) indicates student performance is significantly higher (+) or lower (-) than their overall performance. The (=) indicates student performance is statistically similar to their overall performance.

Student Performance Relative to Proficiency: This indicates the student's proficiency based on overall proficiency levels for the test. Note: The (+, -) indicates student performance is significantly above (+) or below (-) proficiency. The (=) indicates student performance is statistically similar to the overall proficiency level for the test.

Depth of Knowledge (DOK) Indicator

Student's ability to engage in a range of tasks of varying complexity

DOK 1 - Recall / Reproduction
 DOK 2 - Skill / Concept
 DOK 3/4 - Strategic / Extended Thinking

Writing Reporting Category Performance

Reporting Category	Reporting Category Performance	Student Performance Relative to Self	Student Performance Relative to Proficiency
Writing	Below Proficiency Above Proficiency	=	-

Writing Performance Based on SAGE Writing Rubric

Essay	Statement of Purpose, Focus & Organization	Evidence & Elaboration	Conventions & Editing
Informative / Explanatory	The response may state the main idea but does not maintain focus throughout. The organization may be inconsistent and hard to follow. The introduction and conclusion, if present, are weak. There is an uneven progression of ideas with minimal use of transitions.	The response provides uneven support for the main idea that includes partial use of facts and details from the text provided. The evidence and elaborative techniques are weak. The response uses simplistic language and vocabulary.	The student's essay shows developing command of grade-level English grammar, usage, spelling, and punctuation (e.g., commas, quotation marks). The student shows an inconsistent use of perfect verb tense (e.g., have walked/had walked) and may confuse verbs when showing time (e.g., While he worked, he is happy.).
Opinion / Argumentative	The opinion is brief, unfocused, confusing, or has a major drift. The response has little or no discernible organizational structure.	The response provides little support for the writer's opinion. The evidence is minimal, absent, in error, or irrelevant. The response is vague and uses limited language and vocabulary.	The student's essay shows developing command of grade-level English grammar, usage, spelling, and punctuation (e.g., commas, quotation marks). The student shows an inconsistent use of perfect verb tense (e.g., have walked/had walked) and may confuse verbs when showing time (e.g., While he worked, he is happy.).



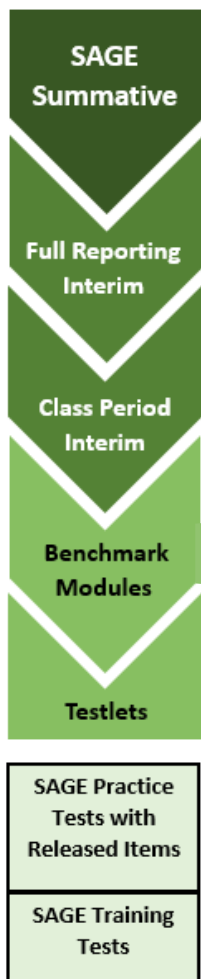
Benchmark Modules for 2016-2017

Purpose

- Determines whether or not students are on track to be proficient on individual reporting categories
- Predictive of performance on that reporting category of summative (correlation varies across benchmarks) if
 - Teachers don't teach specific items to students
 - Administered in a summative and secure manner
- Administered during the year to inform instruction on specific reporting categories of the standards

Are these required? No

- Districts or schools may require it locally or provide teachers an option to administer it if desired
- Can be used as a common assessment across classes or schools



Benchmark Modules for 2016-2017

SAGE Interim Item Bank

- Items follow all Utah SAGE item specifications, full Utah review process
- Fixed-form assessments
- Items aligned to specific reporting categories

Delivery Mechanism

- UTREx course enrollment controls student eligibility
- Administered through Secure Browser, TDS, TA Interface

Reporting

Benchmark Reporting System (New)

- Individual student data, class, school, district aggregates based on TIDE user role
- Proficiency levels based on Interim
- Item analysis tools where individual items and summary data can be seen
- Student responses can be viewed (including writing responses)

SAGE
Summative

Full Reporting
Interim

Class Period
Interim

Benchmark
Modules

Testlets

SAGE Practice
Tests with
Released Items

SAGE Training
Tests

Benchmark Modules for 2016-2017

Results are presented through the new benchmarking system:

- Teachers can view individual items and student responses

Dashboard > Class Performance on Test

Score Performance and Points Earned on Grade 3 Math-Fractions(Administration for SBAC_IAB_15_16 Washington) of All Classes, by Student and Reporting Category: 2015-2016

Student	Student ID	Total	1	2	3	4	5	6	7	8	9	10	11	12	13
Max Points		13	1	1	1	1	1	1	1	1	1	1	1	1	1
Everyone		13	0.47	0.33	0.27	0.47	0.27	0.47	0.4	0.2	0.87	0.2	0.73	0.73	0.27
Yan, Yali	9999997096	Above Standard	1	1	1	1	1	1	1	1	1	1	1	1	1
Wood, Bruce	99990000200	Below Standard	0	0	0	0	0	0	0	0	1	0	1	0	1
Saunders, Robert	99990000210	Below Standard	0	0	0	0	0	0	0	0	1	0	0	0	0
Solomon, Amber	99990000204	At/Near Standard	1	0	0	1	0	1	1	0	1	0	1	1	1
Sabatino, Marcel	99990000201	Below Standard	0	0	0	0	0	0	0	0	1	0	1	0	1
Exler, Nancy	99990000209	At/Near Standard	1	0	0	0	0	0	0	0	1	0	0	0	0
Noble, James	99990000202	Below Standard	0	0	0	0	0	0	0	0	1	0	1	0	1
Morris, Eric	99990000205	At/Near Standard	1	0	0	1	0	1	1	0	1	0	1	0	1
McKay, Casey	99990000203	Below Standard	0	0	0	0	0	0	0	0	1	0	1	0	1
Keith, Oscar	9678802107	Above Standard	0	0	1	1	1	1	1	1	1	1	0	1	1
Keith, Gertrude	9678802116	Above Standard	0	1	0	1	0	1	0	1	1	1	1	1	1
Keith, Calandra	9678802118	Above Standard	1	1	1	1	1	1	0	0	1	0	0	0	0
Keith, Benedict	9678802115	Above Standard	1	1	1	0	1	0	1	0	0	1	1	1	1
Keith, Aurora	9678802123	Below Standard	0	1	0	1	0	0	0	0	0	0	0	0	0
Conley, Richard	99990000206	At/Near Standard	1	0	0	0	0	1	1	0	1	0	1	0	1

Grade 3 Math 1 Class: Grade 3 Additions (Fall - Additions)

Frequency Distribution of Student Responses

Frequency Distribution of Points Earned for Item 1 on Grade 3 Additions: Walkerville Elementary, 2015-2016

Possible Points	No Response	0	1	2	Total
# of Student Responses for My School	8	12	25	78	123
# of Student Responses for My Class	1	2	6	0	9

Details

Item

9

Nicky has 4 packs of pencils. Each pack contains 15 pencils. In each pack, 5 pencils are blue and the rest green.

Create a bar graph to show how many of each color pencil Nicky has.

Click the graph to show where the top of the bar should go.

Nicky's Pencils



SAGE Practice Tests with Released Items
SAGE Training Tests

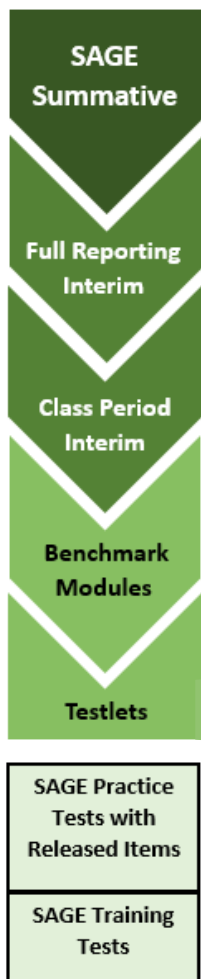
Testlets for 2016-2017

Purpose

- Screening tool to assist teachers with identifying basic understanding related to standards
- **Not predictive of SAGE Summative** performance
- Administered during the year to inform instruction on specific reporting categories of the standards
- Not designed to be a common assessment

Are these required? No

- Administered as determined by the classroom teacher



Testlets for 2016-2017

SAGE Formative Resource Bank

- Items are from the SAGE Formative system, can be accessed there individually
- Fixed-form assessments with 10 or less items aligned to basic concepts of reporting categories

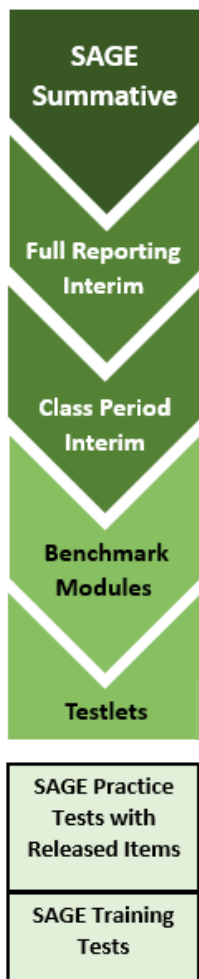
Delivery Mechanism

- Teacher decides which testlets to administer. All testlets are available to all teachers.
- Administered through Secure Browser, TDS, TA Interface

Reporting

Benchmark Reporting System (New)

- Individual student data, class, school, district raw score aggregates based on TIDE user role
- No proficiency levels
- Item analysis tools where individual items and summary data can be seen
- Student responses can be viewed (including writing responses)



Testlets for 2016-2017

Results are presented through the new benchmarking system:

- Teachers can view individual items and student responses

Dashboard > Class Performance on Test

Score Performance and Points Earned on Grade 3 Math-Additions (Administration for SBAC_Math_15_16 (Washington) of All Classes, by Student and Reporting Category: 2015-2016)

Student	Student ID	Performance	Total Items	1	2	3	4	5	6	7	8	9	10	11	12	13
Max Points		10	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Everyone		10	0.47	0.33	0.27	0.47	0.27	0.47	0.4	0.2	0.07	0.2	0.7			
Yac, Yac	9999997996	Above Standard	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Wood, Bruce	99990000200	Below Standard	0	0	0	0	0	0	0	0	0	1	0	1		
Sparks, Robert	99990000210	Below Standard	0	0	0	0	0	0	0	0	0	1	0	0		
Sotano, Amber	99990000204	At/Near Standard	1	0	0	1	0	1	1	0	1	0	1	0	1	
Subatini, Marcel	99990000201	Below Standard	0	0	0	0	0	0	0	0	0	1	0	1		
Palmer, Nancy	99990000209	At/Near Standard	1	0	0	0	0	0	0	0	1	0	0			
Noble, James	99990000202	Below Standard	0	0	0	0	0	0	0	0	0	1	0	1		
Morris, Eric	99990000205	At/Near Standard	1	0	0	1	0	1	1	0	1	0	1			
Nickay, Casey	99990000203	Below Standard	0	0	0	0	0	0	0	0	0	1	0	1		
Keeth, Oscar	9678802107	Above Standard	0	0	1	1	1	1	1	1	1	1	0	1		
Keeth, Gertrude	9678802116	Above Standard	0	1	0	1	0	1	0	1	1	1	1	1		
Keeth, Calandra	9678802118	Above Standard	1	1	1	1	1	1	0	0	1	0	0			
Keeth, Benedict	9678802115	Above Standard	1	1	1	0	1	0	1	0	0	1	1			
Keeth, Aurora	9678802123	Below Standard	0	1	0	1	0	0	0	0	0	0	0			
Conley, Richard	99990000206	At/Near Standard	1	0	0	0	0	1	1	0	1	0	1			

Grade 3 Math 1 Class: Grade 3 Additions (Fall - Additions)

Frequency Distribution of Student Responses

Frequency Distribution of Points Earned for Item 1 on Grade 3 Additions: Walkerville Elementary, 2015-2016

Possible Points	No Response	0	1	2	Total
# of Student Responses for My School	8	12	25	78	123
# of Student Responses for My Class	1	2	6	0	9

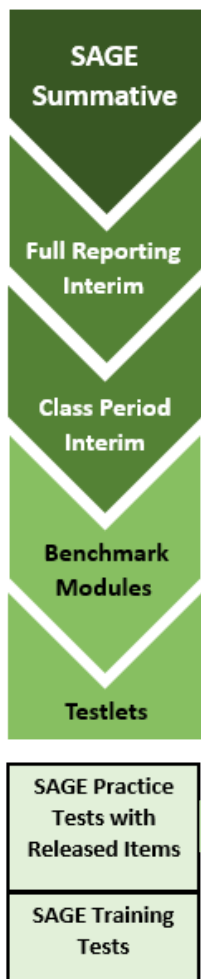
Details

Item

Nicky has 4 packs of pencils. Each pack contains 15 pencils. In each pack, 5 pencils are blue and the rest green.

Create a bar graph to show how many of each color pencil Nicky has.

Click the graph to show where the top of the bar should go.



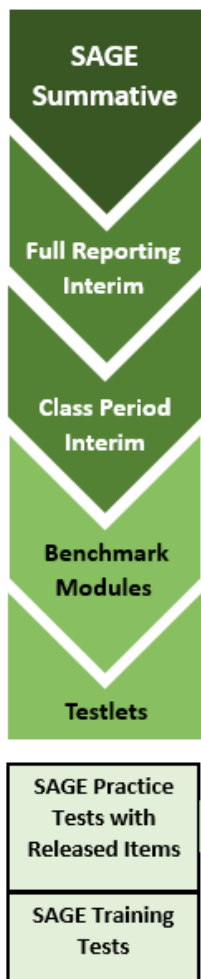
Practice Tests with Released Items

Purpose

- Familiarize students, teachers, parents with SAGE content, item types and user interface
- Not predictive of SAGE Summative performance
- ELA and Math only (no science practice tests)

Are these required? No

- Publically available at <http://sageportal.org> beginning September 26, 2016



Practice Tests with Released Items

SAGE Released Items + Items Demonstrating SAGE Content

- Items adhere to all Utah SAGE item specifications
- Fixed-form assessments, grade/course specific
- Approximately ½ blueprint of SAGE Summative
- 413 items total across 18 tests (ELA and Math only)

Delivery Mechanism

- Publically available through <http://sageportal.org> beginning September 26, 2016

Results appear onscreen once complete.

- Individual score per item, can click on item to view response
- No overall scale score or proficiency level

Test Successfully Submitted

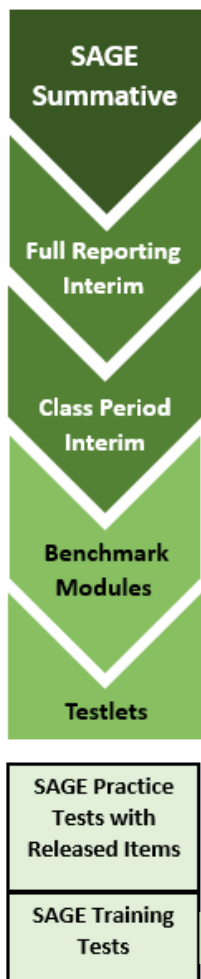
Student Name: GUEST, GUEST (Student ID: GUEST)

Test Name: Practice Test

Test Completed On: 1/8/2016

Your score is: 8/43

Question Number	Your Answer	Correct Answer	Score
1	B	B	1/1
2	A	A	1/1
3	✓	You have demonstrated an understanding of how to represent relationships containing unknowns in equation form. This relationship can be represented by multiplying the number of Jim's baseballs, j , by 3 to obtain the number of William's baseballs, w , or by dividing the number of William's baseballs by 3 to obtain the number of Jim's baseballs.	1/1
4	A	A	1/1
5	B	B	1/1
6	✗	You drew and labeled a shape (either the reflected shape or the given shape) moved 7 units to the left, indicating knowledge of translations	0/1
	✗	You drew a congruent triangle, indicating knowledge that the transformations and translations do not change shape or size.	
7	B	A	0/1
8	A	A	1/1
9	A	B	0/1
10	A	B	0/1
11	C	B	0/1



Training Tests

Purpose

- Familiarize students and teachers with the SAGE system, various item types, administration procedures
- Vet local technology configurations to ensure that SAGE can be successfully administered
- Grade-banded tests, no scoring provided

Are these required? Yes

- Each school uses the training test and secure browser to ensure site readiness
- Publically available at <http://sageportal.org>

LEA Testing Plans

-Julie Quinn



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LEA Testing Plans

- R277-404 Updated June, 2016
 - <http://www.schools.utah.gov/law/Administrative-Rules/USBEL/2016/JuneAgenda/R277404.aspx>
- LEAs shall develop a comprehensive assessment system plan by September 15 annually to include:
 - Dates the LEA will administer each required assessment
 - If an LEA requires alternative schedule with dates outside of the published schedule, the alternative testing plan shall be submitted by September 15 annually
 - If the LEA decided to offer its grade 11 students only the college readiness assessment (ACT) and not the SAGE assessment.
 - Professional development for an educator to fully implement the assessment system.
 - Training and oversight

LEA Testing Plans

- R277-404 Updated June, 2016
 - <http://www.schools.utah.gov/law/Administrative-Rules/USBEL/2016/JuneAgenda/R277404.aspx>
- Testing Ethics Policy incorporated by reference
- LEA shall ensure that all summative testing data is certified no later than July 12
- Sample testing plan is available upon request.

- **Email LEA Assessment Plan to:**
- Jared Wright (jared.wright@schools.utah.gov) or
- Julie Quinn (julie.quinn@schools.utah.gov)
 - **no later than September 15, 2016**

ACT Update

-Jared Wright



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ACT

- **2017 (for Juniors) Testing Dates:**
 - <http://schools.utah.gov/assessment/ACT.aspx>
 - <http://schools.utah.gov/assessment/Directors/Resources/2016TestingSchedule.aspx>
- **Initial test date:**
 - February 28
- **Accommodations and Online test window:**
 - February 28 – March 14
- **Make-up test dates (*Paper only*):**
 - March 21 and April 19
- An email with 2015-2016 contact and site information will be sent out next week to LEA Assessment Directors from USBE.
- *Please edit/add/delete the information and return to Jared.Wright@schools.utah.gov by September 1, 2016.*

ACT

Updates for this upcoming year:

- **USBE will be funding the ACT for Juniors**
 - Will NOT be funding “Pre-ACT” type assessments (Explore & Plan)
 - Please make sure to keep your Counseling departments informed.
- **Test Administration**
 - Schools no longer need to submit requests for off-site testing location approval.
- **Platform Enhancements**
 - Establishment process has been eliminated
 - ACT will load the Org file from USBE (previous slide)
 - Emails will be sent to Test Coordinators with next steps in accessing PANext

ACT

- **Accommodations**

- Deadline is later and more flexibility closer to testing date.
- Requests only need to be submitted once per year for the student for both National and State testing.
- Beginning Spring 2017 ACT will offer Utah non-college reportable accommodations.
 - Student who may require accommodations, but doesn't have to be formally approved.

- **Order lead time**

- 1 shipment with secure and non-secure materials.
- Shipment tracking will be available in PANext.
- Sites will receive an email when an order is placed.

Utah Compose

-Kim Rathke



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Utah Compose

Enrollment Procedure has not changed

- Teachers who have never logged onto Utah Compose will need to fill out a registration page. When a teacher logs on, they will click on **Teacher Sign-up** on the Sign In page.
- Teachers must have a CACTUS ID and their Social Security number to register. Your name must match your CACTUS ID exactly—no nicknames allowed.
- When teachers fill out this information, they will be able to create their own username and password to log onto Utah Compose. It is recommended to use T+CACTUS ID as your username. For example, T12345.
- Teachers who have already logged onto Utah Compose and used their accounts will be able to log on with the same credentials used in 2015-2016.
- Teachers who don't remember their password have the option to click on the **Forgot your password?** Link is located on the Sign In page.
- Please contact Utah Compose Support for any inquiries: support@utahcompose.com and/or (866)-691-1231

Teacher Sign-up

Enter your information in the fields below to create a new teacher account.

* - Denotes a required field.

Teacher Information

Cactus ID*

First Name*

Last Name*

Email Address*

Phone Number

Social Security Number Product*

This number is calculated by multiplying all the non-zero digits of your Social Security number.

For example if your Social Security number is **111-22-0333** you would multiply $1 \times 1 \times 1 \times 2 \times 2 \times 3 \times 3 \times 3$ and enter **108** in the field.

Birthday*

January ▼

1 ▼

Gender*

Undeclared ▼

CACTUS ID

First and Last name
must match CACTUS
ID records exactly

Multiply your SSN by itself.
Ignore zeroes.
Do not use commas.

Utah Compose Rubrics compared to SAGE Writing Rubrics

Opinion/Argument Essay Rubric Comparison

Writing Analysis	Utah Compose	SAGE Writing Rubric
Development of Ideas	<p>The essay is clear, controlled and focused.</p> <p>The essay has balance and exhibits good control of connection between ideas.</p> <p>You have expressed your ideas in a convincing manner by providing ample support.</p> <p>Your essay holds the reader's attention through details and anecdotes that enrich the main idea.</p>	<p>The response is fully sustained and consistently and purposefully focused.</p> <p>Opinion/Claim is clearly stated, focused, and strongly maintained.</p> <p>Opinion/Claim is introduced and communicated appropriately for the purpose, audience, and task.</p> <p>Alternate or opposing claims are clearly addressed (grades 7-11)</p>
Organization	<p>The transitions or connections between your ideas are seamless and smooth.</p> <p>An effective introduction and conclusion leave the reader with a sense of completeness.</p> <p>Your essay is carefully organized with well-placed details from beginning to end.</p> <p>The writing is well balanced and moves along smoothly.</p> <p>The organization of this essay enhances and highlights the main idea.</p>	<p>The response has a clear and effective organizational structure creating unity and completeness.</p> <p>A variety of transitional strategies is consistently used to effectively clarify the relationships between and among ideas.</p> <p>Logical progression of ideas from beginning to end.</p> <p>The introduction and conclusion are effective for audience and purpose.</p> <p>The response provides thorough and convincing support/evidence for the writer's claim that includes the effective use of sources, facts, and details.</p> <p>The response achieves substantial depth that is specific and relevant.</p> <p>Claims are supported with relevant evidence from credible sources and clear reasoning.</p> <p>Use of evidence from sources is smoothly integrated, cited, comprehensive, and concrete.</p>
Style	<p>You speak directly to the audience through expressive and engaging writing.</p> <p>The language is natural and brings the topic to life.</p> <p>The reader feels a strong sense of interaction with the writer and senses the person behind the words.</p>	<p>A variety of effective elaborative techniques is used.</p>

<http://www.schools.utah.gov/CURR/langartelem/Meetings/State-Literacy/2015/SeptemberSAGEExplanatory.aspx>

<http://www.schools.utah.gov/CURR/langartelem/Meetings/State-Literacy/2015/SeptemberSAGEArgument.aspx>

Writing Features: August 2016

- Writers can return to revising an essay after selecting the “Format and Finalize” features.
- Available graphic organizer selections are designated by the student’s grade as well as the genre of the selected prompt
- Writers can tab from field to field in graphic organizers.
- Writers have a character count displayed for essays (maximum is 20,000 characters).

Reporting Features: August 2016

- Teachers and writers can access the Constructed Response reports.
- In the Score Report, analytic feedback is displayed in the same order in both the graph and feedback list.

Prompt Features: August 2016

- New Prompt Advanced Option: Teachers can add words to the Specialized Vocabulary List. The scoring engine will not flag these words as errors in the essay.
- New Prompt Advanced Option: Essay formatting can now be enabled/disabled by prompt, as well as set to display only after a designated number of revisions have been submitted.

Student Enrollment

Features: August 2016

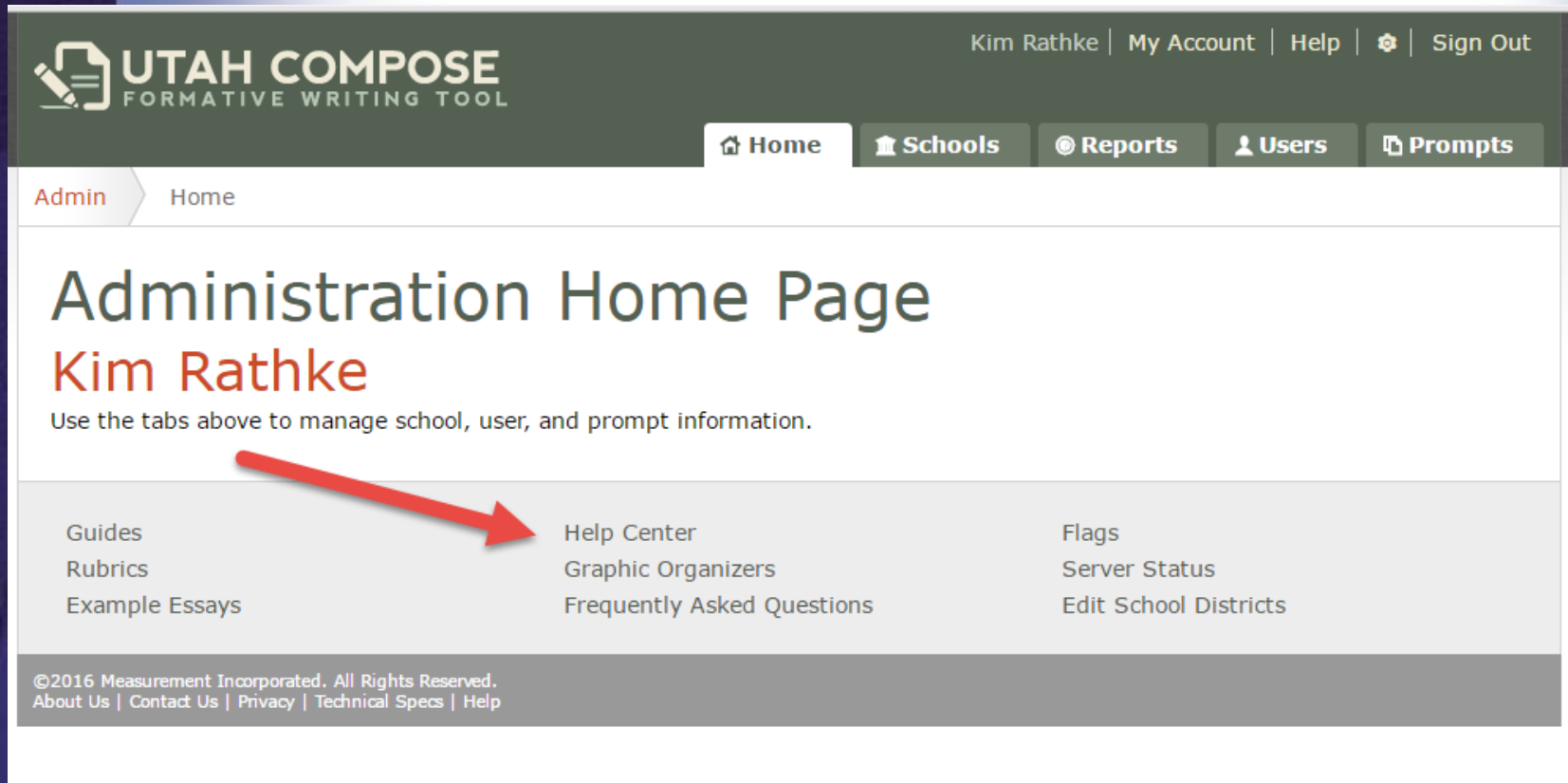
- Students can be assigned to multiple schools at one time. Administrators can view, add, and remove schools on the Manage User page.
- In the "Register Existing Students to Course" window, teachers can utilize additional search terms, such as student ID, username, first/last name.
- In the "Register Existing Students" window, the "Add All Grade XX Students" button has been removed.
- Additional students can be added to a peer review group when the warning message regarding having only one student in the group is displayed. The current course must have two or more students in order to use the Randomize group setting.

Technical Features: August 2016

- Bandwidth guidelines have been documented—45 kps per student with a cached browser or 115 kps per student with a non-cached browser. Full documentation can be provided upon request.
- Students have been removed from classes, and courses from 2015-2016 have been deactivated.
- UTREx uploads have begun.


District/School Admin Features: August 2016

- A Help Center site has been created for School and District Administrators.



The screenshot displays the 'Administration Home Page' of the UTAH COMPOSE Formative Writing Tool. The interface includes a top navigation bar with the user's name 'Kim Rathke', links for 'My Account', 'Help', a settings icon, and 'Sign Out'. Below this is a secondary navigation bar with tabs for 'Home', 'Schools', 'Reports', 'Users', and 'Prompts'. The main content area shows the 'Admin' tab selected, with a sub-tab for 'Home'. The page title is 'Administration Home Page' followed by the user's name 'Kim Rathke'. A message states: 'Use the tabs above to manage school, user, and prompt information.' Below this, a grid of links is presented. A red arrow points from the 'Help Center' link to the 'Help' link in the top navigation bar. The footer contains copyright information and links for 'About Us', 'Contact Us', 'Privacy', 'Technical Specs', and 'Help'.

UTAH COMPOSE
FORMATIVE WRITING TOOL

Kim Rathke | My Account | Help |  | Sign Out

Home Schools Reports Users Prompts

Admin Home

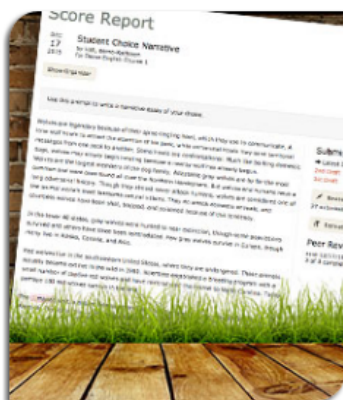
Administration Home Page

Kim Rathke

Use the tabs above to manage school, user, and prompt information.

Guides	Help Center	Flags
Rubrics	Graphic Organizers	Server Status
Example Essays	Frequently Asked Questions	Edit School Districts

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Utah Compose District Admin Help Center

Welcome to the Help Center!!!

Utah Compose is a comprehensive writing instruction and assessment system designed to assist students in grades 3 through 12 with improving their writing skills. The system acts as a partner with the teacher, providing students with instant feedback on their performance across the Six Characteristics of Writing and supplying teachers with the necessary tools to enhance and inform their instruction.

The Utah Compose help center provides access to [Frequently Asked Questions](#), and [Resources](#) including Print Guides. For specific topics, use the navigation above to find out more information.

UTIPS Update

-Julie Quinn



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UTIPS Update

New for 2016-2017

- UTREx Integration
- New item types coming
- Documentation on existing features can be found at:
<https://utipscore.wikispaces.com/UTIPS+Training+Documents>
- UTIPS Help Desk: help@utips.org

Testing/Contract Updates

-Jo Ellen Shaeffer



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Testing/Contracts

- DIBELS
 - DMG
 - Voyager

Contract Updates

College Readiness Prep Tool RFP

- Shmoop contract ended with 2015-2016
- New RFP will be posted to acquire a tool for 2016-2017.
- USBE contact: Julie Quinn

AAPPL

- Dual Language Immersion (DLI) assessment to determine student fluency in target language.
- Sole source application for Language Testing International (LTI) approved July, 2016.
- Contract negotiations are in progress.
- Testing Window: October 17 – November 4

K-3 Data Tool

-Jo Ellen Shaeffer



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K-3 Data Tool

- 2 state funded vendors for K-3
 - Amplify mClass
 - DMG DIBELS Net
- All LEAs must fill out the state application to select the vendor of choice by August 31 for the 2016-17 school year
<http://goo.gl/forms/R89gHAYDvBNbz5h93>
- SSIDs must be used when rostering students in either system

K-3 Data Tool

- New testing windows
 - BOY - by September 30
 - MOY - December 1 – January 31
 - EOY -Middle of April – June 15
- Composite score is required for all students to figure UGG
 - Goal: 47.83 percent of students making typical or better progress
- Data will continue to be collected through SIS systems to UTREX
- DIBELS Refresher Course 9/8/16 Capitol Auditorium OnTrack #64303

WIDA Update

-Cydney Carter



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WIDA Update

- 2016-2017 W-APT Screener
- Training for the online screener in the spring
- **11/14/16** or **11/15/16** Online ACCESS 2.0 Training
- Locations TBD
 - AM Test Coordinators
 - PM Test Administrators
- ACCESS 2.0 Test Materials Ordering **10/25/16**
- LEAs receive Test Material **1/4/17**
- Test Window **1/9/17-3/3/17**

Description	Start Date	End Date
DRC Provides 2015-2016 Site Address and Contact Data	8/15/2016	8/15/2016
SEA Provides 2016-2017 Site Changes to DRC	8/16/2016	9/19/2016
Test Materials Ordering Available in WIDA AMS (LEAs)	10/25/2016	12/2/2016
SEA Provides Pre ID Files to DRC	12/2/2016	12/2/2016
WIDA AMS Test Setup Available	12/9/2016	3/10/2017
Districts Receive Test Material	1/4/2017	1/4/2017
Test Window	1/9/2017	3/10/2017
Additional Test Material Window	1/4/2017	3/3/2017
Deadline for Shipping Completed Test Material to DRC	3/24/2017	3/24/2017



NATIONAL ASSESSMENT
OF EDUCATIONAL
PROGRESS

NAEP 2017

Angela Battaglia

Utah NAEP State Coordinator

TIMSS-PIRLS-PISA-International Assessment Coordinator

801.718.8815

angela.battaglia@schools.utah.gov

What is NAEP testing this year?

- Grade 8~Reading, Math, Writing, and Social Studies.
 - State results in math and reading and National results in writing.
 - There will be two consecutive sessions of 120 minutes each.
 - There will be 25 students on computers and 12 paper and pencil in each session. (two separate rooms will be necessary)

- Grade 4~ Reading Math, and Writing.
 - State results in math and reading and National results in writing.
 - There will be two consecutive sessions of 120 minutes each.
 - There will be 25 students on computers and 12 paper and pencil in each session. (two separate rooms will be necessary)

Fall Mailings

- NAEP assessment emails have been sent to the school principals notifying them of the need to:
 1. Confirm NAEP assessment date on the school calendar.
 2. Register on MyNAEP
 3. Assign a School Coordinator. This individual needs to:
 - Have access to student information
 - Be comfortable using a computer
 - Know how students participate in SAGE testing (IEP, ELL, 504's, etc)

What you can do to help?

- If you or your schools have any questions on what is due now for NAEP, please contact me.
- If your schools call you and need help, feel free to direct them to me, if you do not know the answers.
- If you are not sure if your district has been selected for NAEP, see me after the meeting or send me an email.

ESSA Requirements

-Whitney Phillips



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ESSA Requirements: **Elementary, Middle, and Junior** **High**

1. Academic achievement
2. Another academic indicator (for elementary/middle schools, growth or another indicator)
3. English language proficiency
4. Additional indicator(s) of school quality or student success
5. Participation

2. Academic Achievement

Grades 3-8 SAGE ELA, Math, Science

1. Another Academic Indicator

Growth in SAGE ELA, Math, and Science

3. English Language Proficiency

A. Does the school have (N size) English learners taking the English language acquisition exam?

- If no, do not make any changes to the school grade.
- If yes, did the school meet the English learner English language acquisition target?
 - If yes, add a plus to the school grade. Example A+
 - If no, add a minus to the school grade. Example: A-

B. If yes, rank all same grade-level schools that meet n-size criteria and split into 10 equal groups. If the school is in the top 10% of their schools, the school will receive a 10 and so on after the letter grade. Example: A.10.

4. School Quality or Student Success

A. Lowest 25% in each school Growth

- Growth in SAGE ELA, Math, and Science

B. School Climate Survey: Pilot Study already documented:

http://uepc.utah.edu/_documents/online-satisfaction-survey-2014-2015.pdf

- Results from survey

5. Participation

Did the school meet the participation requirement by testing 95 percent of all students and all subgroups in each subject?

- If yes, then do not change the school's grade.
- If no, lower the school's grade by one letter.
- If participation was lower than 90 percent, school grade is an F.

A. Keep the state and federal accountability systems separate, allowing for the state system to exclude parental exclusions from participation calculations (opt-outs)

B. Merge the state and federal accountability systems.

Other Considerations

- All scores must have at least two cut scores; three levels
- Must have significant stakeholder input
- Letter-grade scale can change after a certain percentage of schools a level of A or B.

ESSA Requirements: Options for High Schools

1. Academic achievement
2. Another academic indicator (for elementary/middle schools, growth or another indicator; for high schools, graduation rate)
3. English language proficiency
4. Additional indicator(s) of school quality or student success
5. Participation

1. Academic Achievement

A. Minimum SAGE with ACT: High-school students grades 9-11 can take the SAGE test at any time. Schools “bank” scores. Alignment and accommodation requirements are met.

- ELA 10th Grade
- Secondary Math
- Biology (not required by ESSA)
- ACT proficiency
 - 4 components disaggregated
 - Composite score

B. ACT Only: No growth measure. Alignment and accommodation concerns remain.

- ACT proficiency
 - 4 components disaggregated
 - Composite score

2. Another Academic Indicator

A. Growth and Graduation Rates

- Growth in SAGE ELA, Math, and Science* (*Not Required)
- Graduation Rate
 - 4, 5, 6, and 7 year options
 - Graduation rate of all only
 - Graduation rate of all and "at-risk"

B. Graduation Rate Only

- 4, 5, 6, and 7 year options
- Graduation rate of all only
- Graduation rate of all and "at-risk"

3. English Language Proficiency

A. Does the school have (N size) English learners taking the English language acquisition exam?

- If no, do not make any changes to the school grade.
- If yes, did the school meet the English learner English language acquisition target?
 - If yes, add a plus to the school grade. Example A+
 - If no, add a minus to the school grade. Example: A-

B. If yes, rank all same grade-level schools that meet n-size criteria and split into 10 equal groups. If the school is in the top 10% of their schools, the school will receive a 10 and so on after the letter grade. Example: A.10.

4. School Quality or Student Success:

A. Below Proficient Sub-group (Students who were below proficient in 8th grade)

- Performance on SAGE and/or ACT
- Graduation Rate

B. At-Risk Sub-group (Students who were determined to be “at-risk” in 9th grade by a system being developed which includes indicators such as core course grades, attendance, proficiency, etc).

- Performance on SAGE and/or ACT
- Graduation Rate

C. School Climate Survey: Pilot Study already documented:

<http://uepc.utah.edu/documents/online-satisfaction-survey-2014-2015.pdf>

- Results from survey

5. Participation

Did the school meet the participation requirement by testing 95 percent of all students and all subgroups in each subject?

- If yes, then do not change the school's grade.
- If no, lower the school's grade by one letter.
- If participation was lower than 90 percent, school grade is an F.

A. Keep the state and federal accountability systems separate, allowing for the state system to exclude parental exclusions from participation calculations (opt-outs)

B. Merge the state and federal accountability systems.

Other Considerations

- Any school with a Graduation Rate <67% is a Focus School
- All scores must have at least two cut scores; three levels
- Must have significant stakeholder input
- Letter-grade scale can change after a certain percentage of schools a level of A or B.

Parental Exclusion Update

-David Sallay



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Parental Exclusion Update

OPT OUTS

on the rise



5%

Statewide in 2016
Up from **3.2%** in 2015
and **1.9%** in 2014

4.2%

in Districts in 2016
Up from **2.4%** in 2015
and **1.5%** in 2014

12.4%

in Charters in 2016
Up from **9.9%** in 2015
and **7.0%** in 2014

Parental Exclusion Update

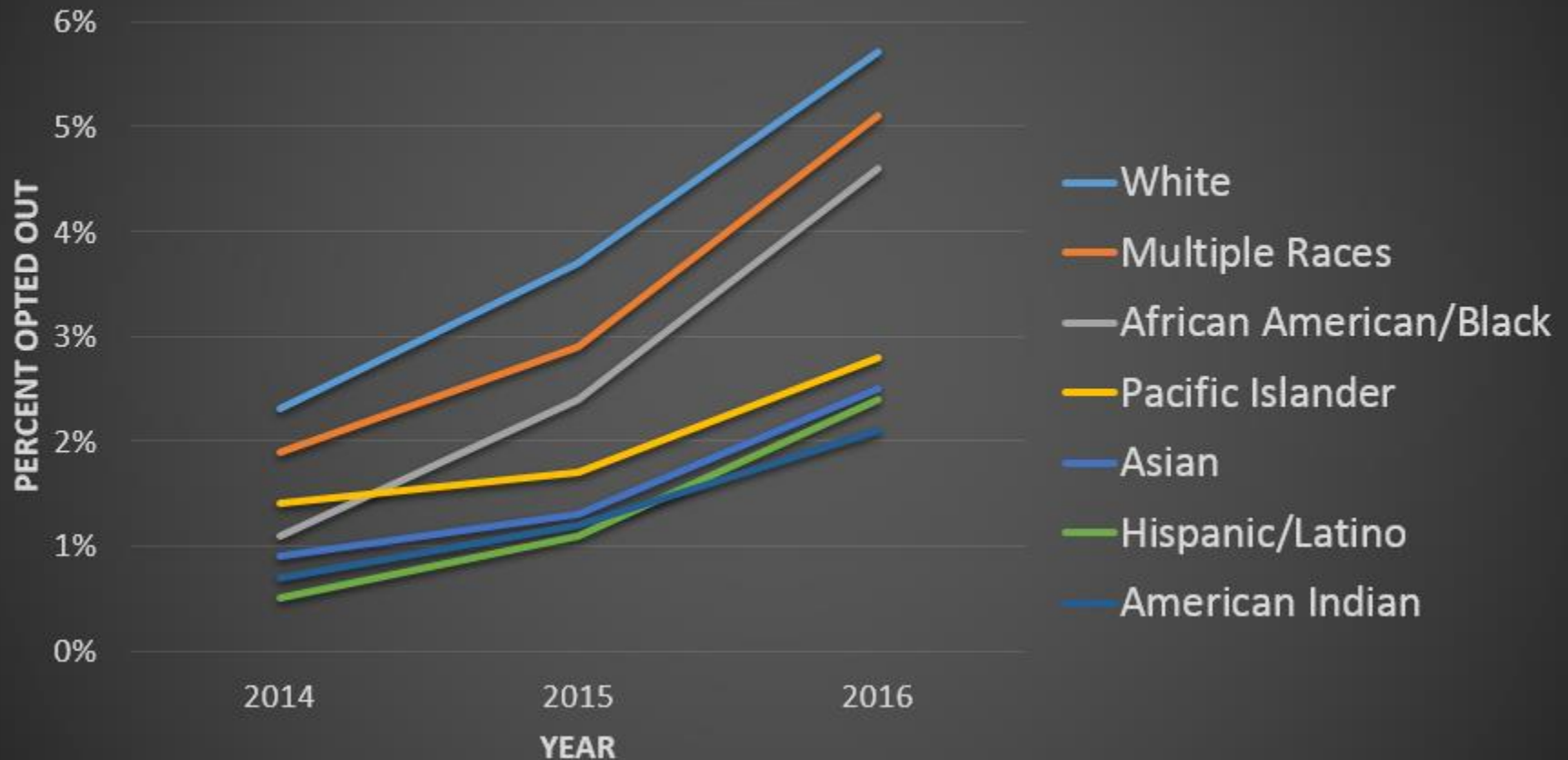


MOST OPTED OUT SAGE TESTS, 2016

1. Secondary Math III (7.2%)
2. 11th Grade Language Arts (7%)
3. Earth Science (6.9%)
4. Secondary Math II (6.7%)
5. Chemistry (6.4%)
6. Secondary Math I (6.3%, tied)
6. 10th Grade Language Arts (6.3%, tied)
6. 9th Grade Language Arts (6.3%, tied)
9. Biology (6%, tied)
9. Physics (6%, tied)

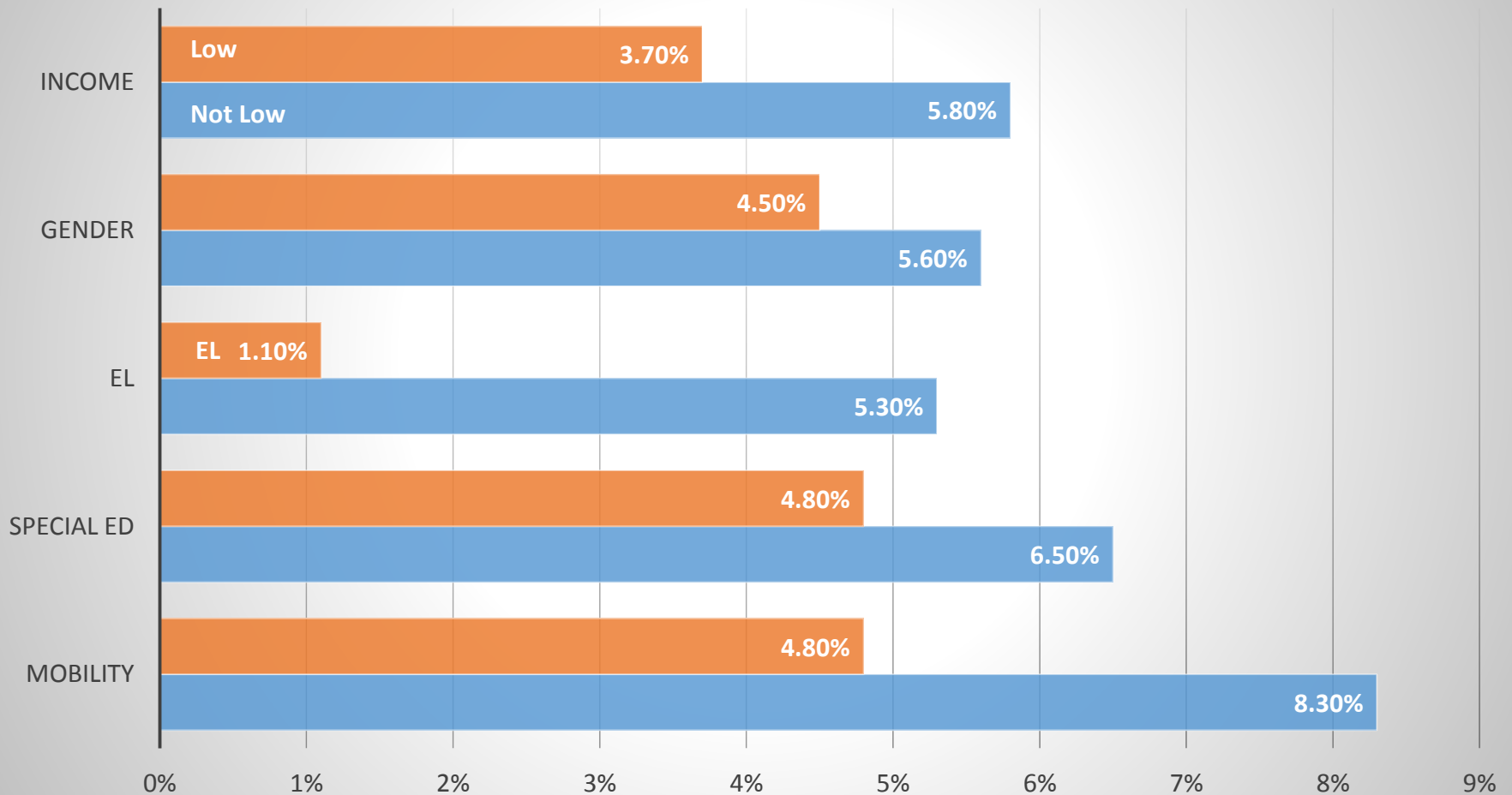
Parental Exclusion Update

Percent Opted Out by Ethnicity



Parental Exclusion Update

Percent Opted Out by Other Demographics



UTAH GRADUATION RATE

- Review and Updates
- Sarah Wald

CURRENT GRAD RATE RULES

All students are placed in a cohort when they first enter 9th grade. They are expected to graduate 4 years later.

A **cohort** is a group of students that are expected to graduate in the same school year.

9th Grade 2013



9th Grade 2015



Cohort Year

2015

2016

2017

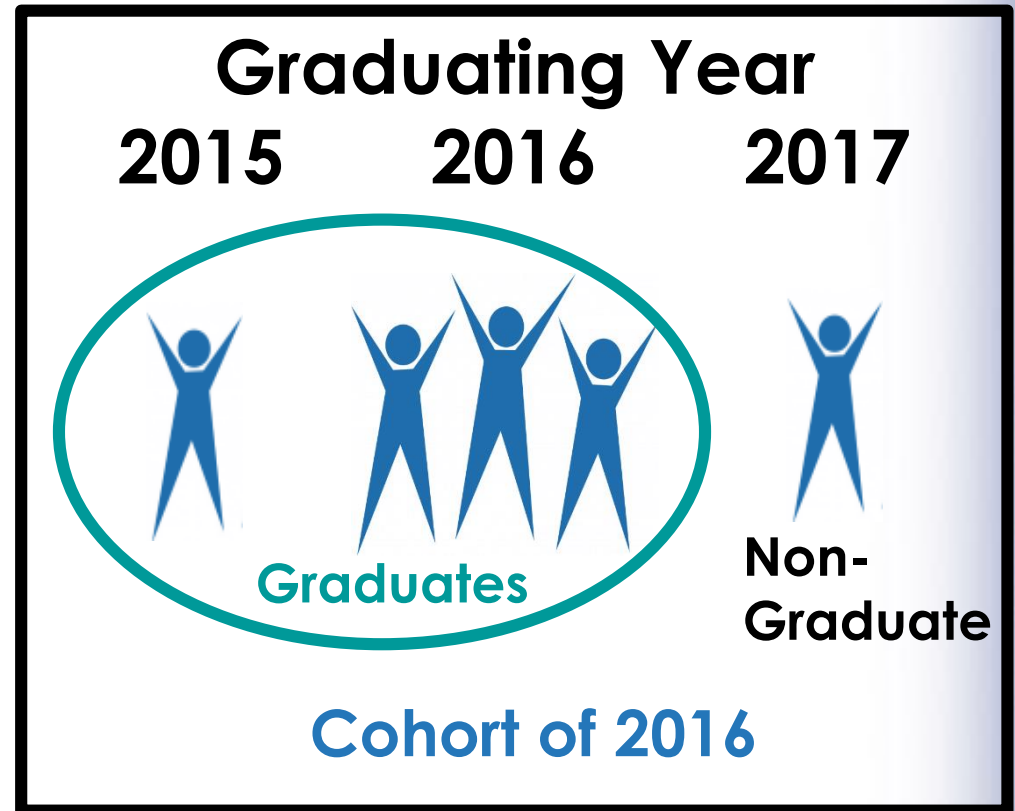
2018

CURRENT GRAD RATE RULES

NCLB only considers on-time graduates.

If a student graduates **prior to their cohort**, they count as a graduate for their cohort.

If a student graduates **after their cohort**, they count as a non-graduate for their cohort.



CURRENT GRAD RATE RULES

At the end of their cohort year, a student is classified as either a graduate, a non-graduate, or excluded.

Graduates

- Graduate w/Basic HS Diploma
- Graduate Carnegie
- Graduate Military
- Early Graduate

Non-Graduates

- Dropout
- Expelled
- Withdraw
- Late Graduate
- Transfer to Adult Ed, Higher Ed, or UCAT
- Retained Senior
- Aged Out
- Certificate/GED

Excluded

- Foreign Exchange
- Transfer out of State/Country
- Transfer to Home/Private
- Attending in Another State
- Death
- Withdraw Medical

CURRENT GRAD RATE RULES

Some state reporting will divide non-graduates into three subgroups: Dropouts, Continuing Students, and Other Completers.

Non -Graduates

Dropouts

- Dropout
- Expelled
- Withdraw
- Late Graduate

Continuing Student

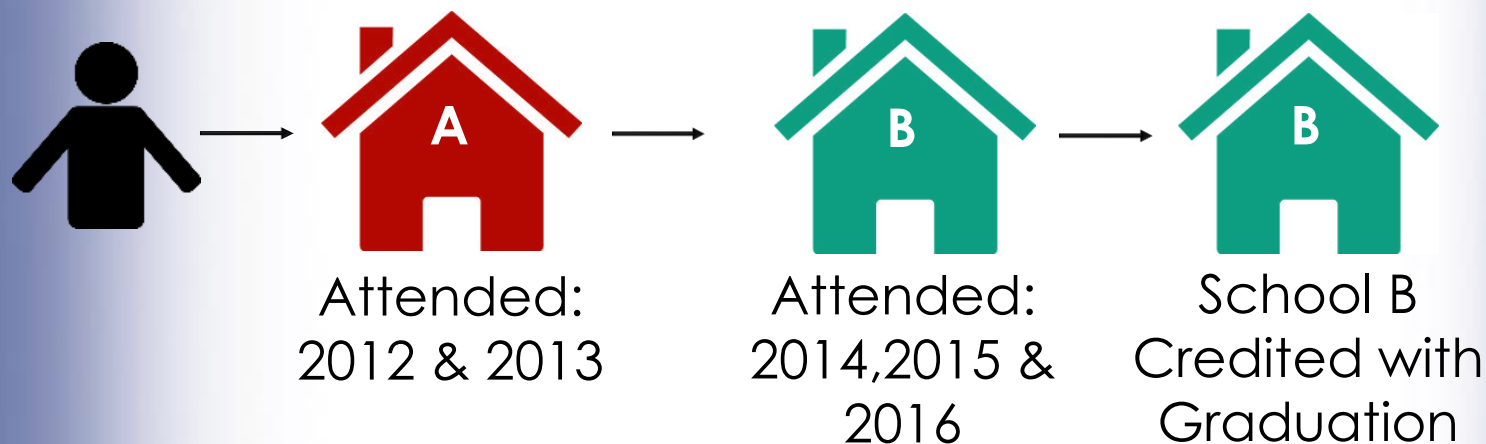
- Transfer to Adult Ed, Higher Ed or UCAT
- Retained Senior

Other Completer

- Aged Out
- Certificate
- GED

LEA/SCHOOL CREDITED WITH GRADUATION

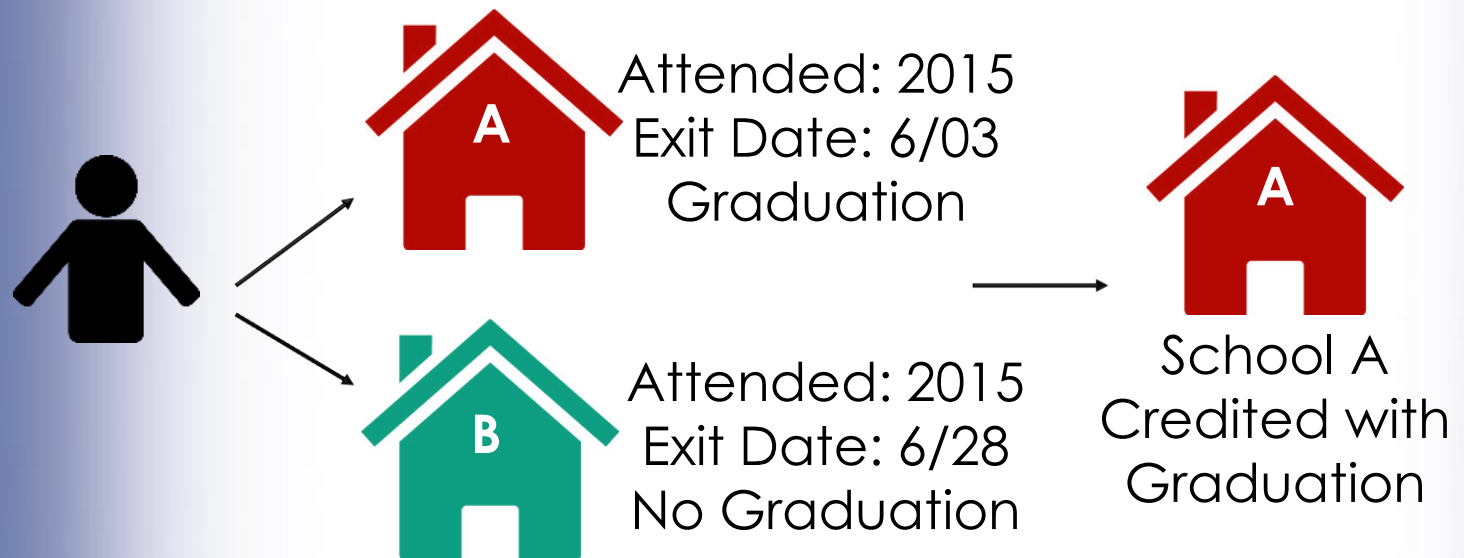
The last school to enroll a student gets credited with the student's graduation status.



NOTE: Electronic High School is not a graduating entity and therefore cannot be the school credited with graduation.

LEA/SCHOOL CREDITED WITH GRADUATION

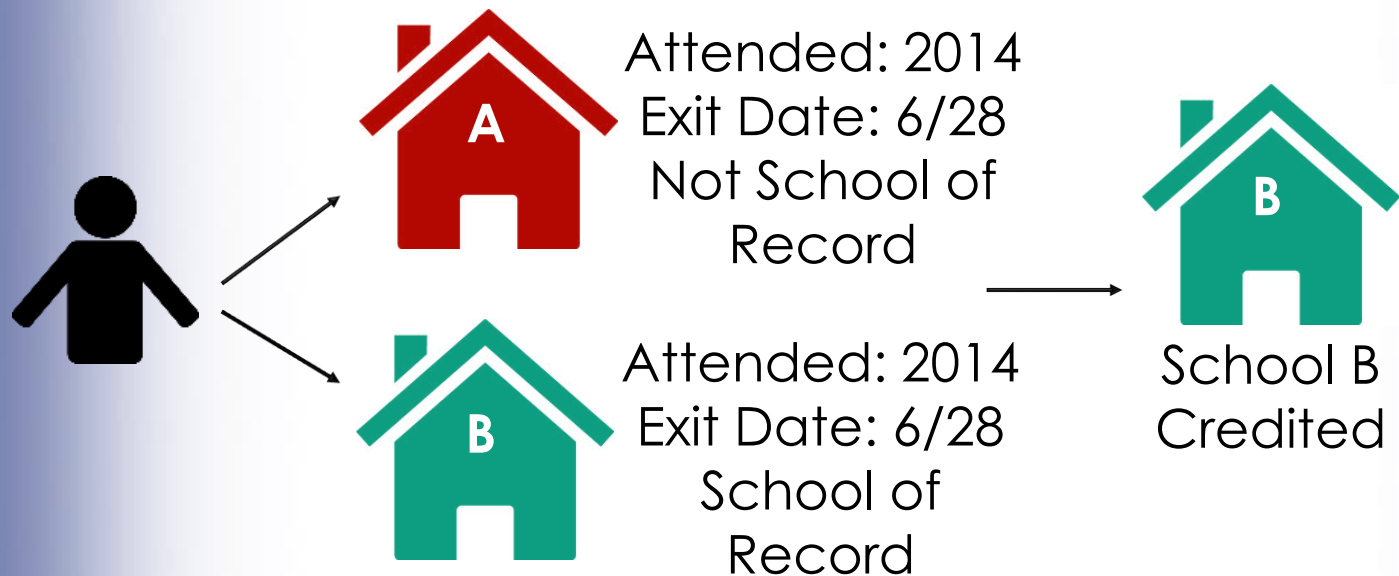
EXCEPTION: If the student attends two schools in their final year, and one school graduates the student while the other does not, then the graduating school is credited.*



*This rule is new as of the 2015 cohort.

NEW RULE EXCLUSION RULE (R277-419-9)

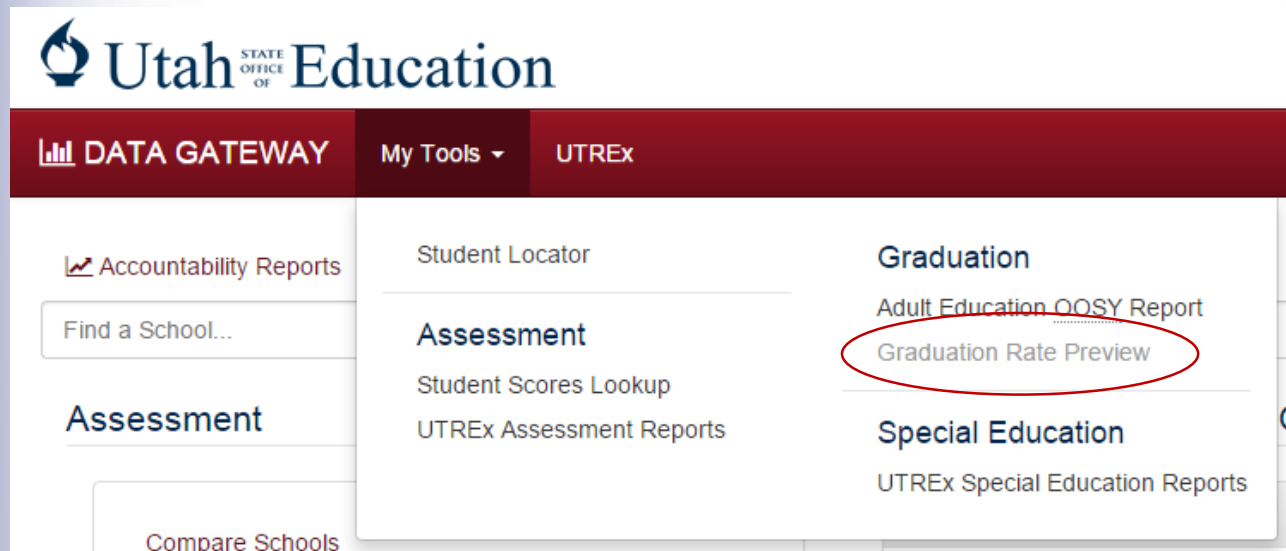
Students that attend a school that is not their school of enrollment are excluded from that school's graduation rate.*



*School of record is any school at which the student is marked as an attender and therefore counts in membership funding. A student may attend multiple schools of record.

CHECKING GRAD RATES

- The “**Graduation Rate Preview Report**” is in the Data Gateway and will be **updated every January, August, and November*** with the current year’s cohort. You must be logged in and have rights to see this report. Your LEA Data Gateway Administrator can grant you rights to this report.



*NOTE: The November report is meant to give LEAs a preview of the final graduation rates before they go public. No updates are allowed.

CHECKING GRAD RATES

- The “**Federal Four Year Graduation Cohorts**” report is in UTREx and is **updated every time your LEA uploads data**. This report is **not official**. Data may change as your LEA updates data OR when other LEAs update data. You must have UTREx access to see this report. Please contact your UTREx personnel if you need a copy of this report.



DATA GATEWAY

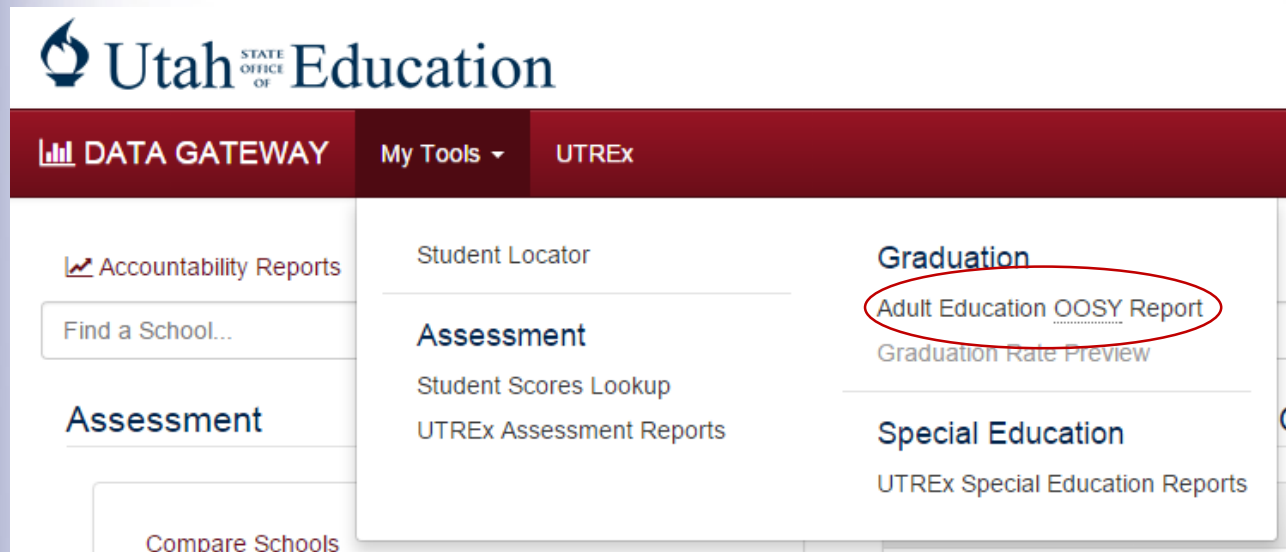
UTREx

Year Round Reports

Federal Four Year Graduation Cohorts

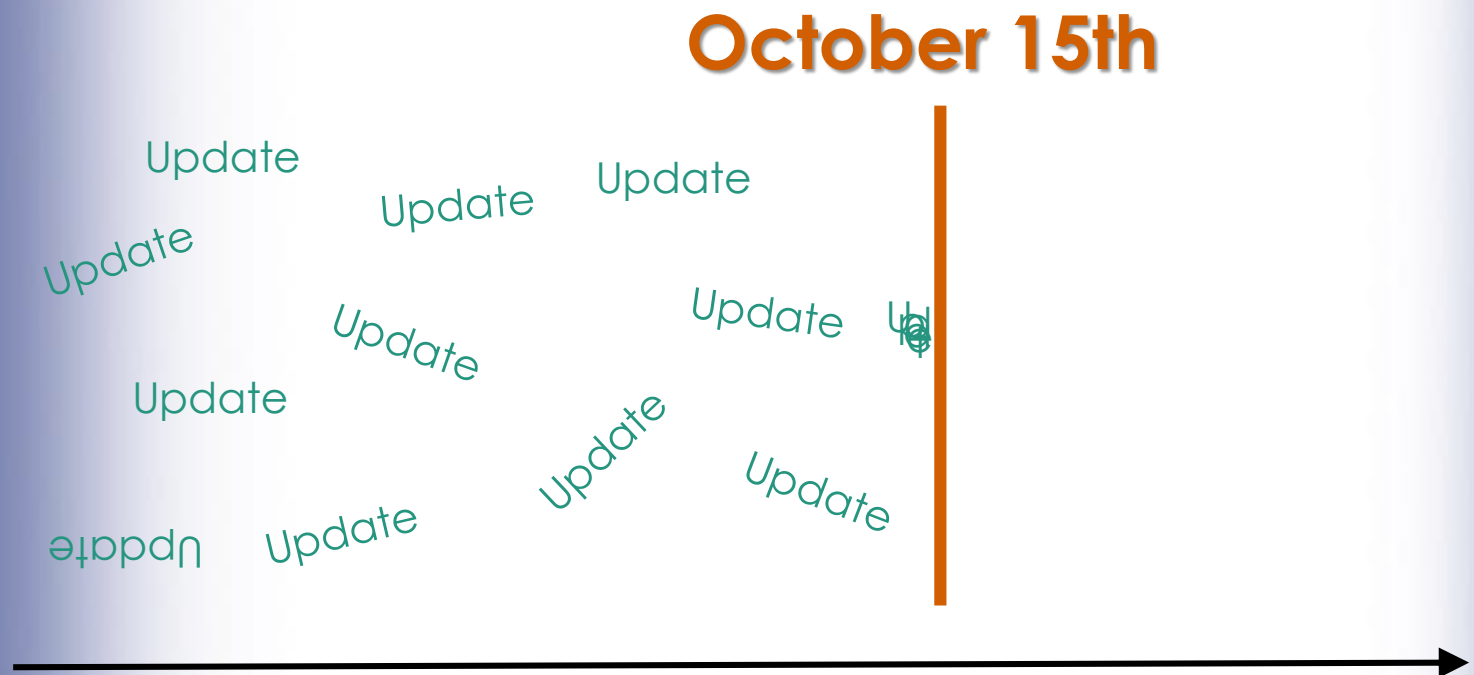
CHECKING GRAD RATES

- The **“Out of School Youth”** (OOSY) report will be **updated every September and October** with a list of the LEA’s students who have received an adult education diploma (e.g. GED). This report is also in the Data Gateway.



GRAD RATE DEADLINES

All graduation rate updates are due by **October 15th** following the student's cohort year. If a student is in the 2016 cohort (most will graduate May or June of 2016), the deadline for updates is October 15, 2016.



GRAD RATE DEADLINES

- Official graduation rates are published every year in December.
- For students graduating at the end of the 2015-16 school year, their graduation rate will be published in December of 2016.

The Official Graduation Rate Report is published in December

ACCOUNTABILITY AND GRAD RATES

- PACE and School Federal Accountability Report (SFAR) use the federal graduation rate exactly as is.

- Scoring:

Grad Rate X 150 = Grad Rate Points

Example: Grad Rate = 50%

.50 X 150 = 75 points

- Grading Schools uses the federal graduation rate *excluding retained seniors*.

- Scoring:

Adjusted Rate X 150 = Grad Rate Points

Example: Grad Rate = 50%

Adjusted Grad Rate = 52%

.52 X 150 = 78 points

- All three accountability systems use the graduation rate from the previous year. This means ***the 2016 accountability reports will use the 2015 graduation rate.***

ACCOUNTABILITY AND GRAD RATES

- The **Alternative Accountability Report** (for Alternative and Special Education Schools) uses an 'Attainment Index' rather than graduation rates.
- A student receives varying points depending on their final status at the school. These points are then averaged for the school.

Final Status	Points
Graduate	300
GED, Aged Out, Certificate of Completion, or UAA Graduate	250
Transferred to Higher Ed or UCAT	250
Transferred to Another School	250
Transferred to Adult Ed	150
Retained Senior	150
Dropout or Status Unknown	0
Died, Transferred (Homeschool, Private School, Out-of-State), Foreign Exchange, Medial Withdraw.	EXCLUDED

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 - 801-538-7800 option #2
- Adam Little - OOSY report
 - adam.little@schools.utah.gov

- Thank You!